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The Status of Driver Education in Public High Schools, 1952-53

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FOREWORD

EACH YEAR motor-vehicle accidents cause thousands of deaths, many more thousands of injuries, and property damage costing millions of dollars. Much of this loss of life and property is needless. Many highway accidents are caused by excessive speed in relation to traffic, weather, and the type of road. Other accidents reveal a lack of observance of the rules of the road or of fundamental courtesy. Behind the wheel of each moving motor car is a complex human being whose attitudes, skills, and physical condition make or "brake" the onward roll of accident statistics.

More than 4 in 10 persons hold driver's licenses. Many of them are skilled. Many others, either because of lack of skill or civic understanding, ride roughshod over the rights of others. Meanwhile, an army of youth want to drive, will drive, and should drive.

For about 15 years the National Education Association, in cooperation with many other groups, has fostered safety education in America's schools. Part of this program has been to develop practical programs of driver education. Under the direction of the NEA's National Commission on Safety Education two national conferences, by bringing together classroom teachers, school administrators, and safety experts, have evolved nationwide policies and recommendations on driver education. At both conferences studies have shown the status of driver education. The present bulletin summarizes a survey made by the NEA Research Division for the 1953 conference.

Much in the present report is encouraging. Hundreds of thousands of youth are gaining new insights thru "some kind of driver education." However, many high schools do not offer driver education, either alone or in cooperation with other schools. Many of the present programs can be improved. High community standards are needed to reinforce the ideals acquired by youth from their driver education experience. If the public wishes schools to offer driver education, it must accept the consequent financial responsibility.

School administrators will find useful information in the present study as they ponder the problems of stretching the school budget over the many areas of desirable instruction. Those that have driver education programs will find "bench marks" to compare their schools and school systems with typical practice in the nation as a whole.

WILLIAM G. CARR, *Executive Secretary,*
National Education Association.

I. Introduction

For nearly two decades there has been discussion of the possibility of high schools offering programs in driver education. Certain pioneers in the safety movement and several commercial agencies have been deeply concerned about the number of traffic accidents. Thru the years these individuals and groups have devoted considerable attention to arousing public interest in programs designed to produce safe and sensible drivers. They also have prepared course materials, held conferences of public officials, sponsored summer training courses for teachers, developed equipment such as the dual-control car, and worked out tests and equipment to measure the skill of student drivers.

During the past decade the efforts of the pioneers have taken root in many quarters. Various public agencies have urged that driver education be provided at public expense. Parents and high-school students have asked for training programs. Many members of the general public, alarmed at the accident rate, have looked for ways to cut down the number of accidents, injuries, and deaths. In this climate of increasing demand boards of education, superintendents of schools, and high-school principals have responded by making driver education a part of the high-school curriculum.

Purpose and Method of the Study

Since its organization in 1944 the National Commission on Safety Education of the National Education Association has had an active interest in driver education. It held a national conference in 1949 and has published several bulletins on the subject.[1] In 1949 it asked the NEA Research Division to make a survey of the status of driver education courses in representative public high-school systems of the United States. That report was issued in October 1949.[2] Again in 1953 the Commission asked the NEA Research Division to survey driver education programs in public high schools to determine their status. The results of this survey are incorporated in this bulletin.

This bulletin also includes the results of an NEA Research Division survey of the practices of state departments of education as they concern driver education programs, and a survey by the American Association of Motor Vehicle Administrators of the practices of state motor vehicle departments as they concern the licensing of drivers.

Organization of Report

Section II of this bulletin describes the driver education programs for high-school students—general characteristics, enrolment, length of course, grade level at which the course may be taken, credit, curriculum materials and equipment, teachers, cost and financing, and accidents.

Section III of this bulletin describes driver education programs for adults and out-of-school youth. It covers much the same type of information as Section II.

Section IV concerns the part of the state departments of education—their responsibilities for driver education and the various services they provide the public schools in connection with their programs. Information on state laws and rulings concerning the program itself and on the granting of learner's permits and regular driver's licenses is also included.

Section V presents a summary of the findings and makes recommendations for wider and more effective use of driver education programs.

What Is a Good Program?

In October 1950 the National Conference on High-School Driver Education set down policies and made recommendations for high-school driver education programs. The Conference described a complete program as follows:

> A complete driver education program includes both classroom instruction and practice driving. While the classroom phase by itself is of definite value, it is recognized that if all the objectives of driver education are to be achieved, practice driving must be an integral part of the program.

[1] *Cars for Driving Instruction.* 1948. 24 p.
High-School Driver Education: Policies and Recommendations. 1950. 78 p.
Let's Teach Driving. 1947. 135 p. (Out of print)
Motor Vehicle Transportation in American Life. 1945. 55 p.

[2] National Commission on Safety Education. *Summary of Replies: Survey of Representative Local School Programs of Driver Education.* Washington, D. C.: National Education Association, October 1949. 33 p. (Mimeo.) (Out of print)

It is recommended that whenever possible the classroom phase of driver education be presented separately, with integration of learning experiences in other programs (e.g., social studies, industrial arts, health education, or general science) serving as supplementation. Where integration with other programs appears to be a feasible means of offering classroom driver instruction, it should be recognized that its effectiveness depends upon such factors as careful planning, clear-cut objectives, adequate time allowance, teacher awareness and preparation, and student readiness.[8]

These two paragraphs are presented as a point of departure for the consideration of some of the findings presented in this bulletin. See also page 96.

Definitions

For the purposes of this bulletin definitions of certain terms were adopted. *Driver education* refers to all those learning experiences provided by the school for the purpose of helping students learn to use motor vehicles safely and efficiently. *Classroom instruction* in driver education programs refers to those learning experiences which are provided elsewhere than in an automobile. *Practice driving* refers to learning experiences in driver education provided for the student in a motor vehicle as an observer and as a student driver.

It should also be pointed out here that the purposes and objectives of driver education are the same in the classroom as in a motor vehicle; but certain objectives are more readily achieved thru practice driving than thru classroom instruction.

To overcome some wordiness the four kinds of driver education programs offered to high-school students are referred to by type:

A Type A program means one consisting of both classroom instruction and practice driving taught as a separate subject or meeting minimum time standards recommended by the National Conference on High-School Driver Education.

A Type B program means one consisting of both classroom instruction and practice driving but not taught as a separate subject or not meeting minimum time standards.

A Type C program means one that consists of classroom instruction only.

A Type D program means one that consists of practice driving only.

There was no way to evaluate the quality or effectiveness of the programs except in terms of the data supplied. The national standards have to do with whether or not driver education is a separate course, the length of the instruction, and similar items. When schools reported characteristics below the national standards, they were classified as "not meeting the standards" regardless of possible other good qualities.

[8] National Conference on High-School Driver Education. *High-School Driver Education: Policies and Recommendations.* Washington, D. C.: National Education Association, National Commission on Safety Education, 1950. p. 31.

II. Driver Education for High-School Students

In the spring of 1953 the NEA Research Division sent questionnaires to nearly 24,000 public high schools listed by the U. S. Office of Education. Replies were received from 9870 public high schools. Of this number, 4659, or 47.2 percent, reported that they had some type of driver education program for high-school students; 4437, or 45.0 percent, said that they did not offer the training; and 774, or 7.8 percent, reported that the program had been offered but was not given in 1952-53. Most of the latter had given up the program, but a substantial number were schools where driver education was given from time to time upon insistent demand or where the program was offered at regular intervals, every two or three years.

Characteristics of the Programs Offered

Eight in 10 of the schools (3736), offering some kind of driver education, reported that their programs consisted both of classroom instruction and practice driving; 903 said that they offered only classroom instruction; and 20 offered practice driving only.

Of the 4659 high schools with driver education, 2463, or 53 percent, were in rural school districts. A rural school district was defined as one in a community of less than 2500 population. Forty-seven percent of the programs were offered in urban communities.

Table 1 shows by region the number and percent of high schools of all types which offer programs of driver education. About 3 in 10 of the high schools of the Far West offer these programs; smaller proportions of the high schools in the other regions do so, the smallest proportion being in the Southeast—7.7 percent.

Most of the programs were reported by regular four-year high schools. The distribution by type of school was as follows:

Four-year high schools	54.3%
Junior-senior high schools	32.0
Three-year senior high schools	13.2
Other types of schools	0.5
Total	100.0%

More programs were reported by the smallest schools—enrolments under 300—than by the larger schools. The distribution by size of enrolment was as follows:

Fewer than 300 enrolled	44.1%
300-999 enrolled	41.0
1,000-1,999 enrolled	12.0
2,000 and more enrolled	2.9
Total	100.0%

General Types of Programs Offered

There are many variations in driver education programs with respect to the length of the course, whether offered as a separate course

TABLE 1.—NUMBER AND PERCENT OF SCHOOL SYSTEMS PROVIDING PROGRAMS OF DRIVER EDUCATION, 1952-53

Region[a]	Number of public high schools	Public high schools reporting driver education programs	
		Number	Percent of column 2
1	2	3	4
New England	1,007	292	29.0%
Middle Atlantic	2,965	920	31.0
Southeast	6,648	512	7.7
Middle	6,226	1,630	26.2
Southwest	2,888	432	15.0
Northwest	2,746	499	18.2
Far West	1,266	374	29.5
Total	23,746	4,659	19.6%

[a] *New England:* Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.
Middle Atlantic: Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, West Virginia.
Southeast: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia.
Middle: Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Wisconsin.
Southwest: Arizona, New Mexico, Oklahoma, Texas.
Northwest: Colorado, Idaho, Kansas, Montana, Nebraska, North Dakota, South Dakota, Utah, Wyoming.
Far West: California, Nevada, Oregon, Washington.

or as part of another course, and whether practice driving follows or accompanies the classroom instruction. The general situation on these and other points is shown in Table 2.

Of the schools reporting detailed information on their programs of driver education, 79.2 percent offered driver education as a separate course or otherwise met the minimum time standards of the National Conference. In this bulletin these programs will be designated as Type A programs. One hundred and nineteen, or 2.6 percent of the total number of schools offering programs, did not meet the Conference standards—these are designated as Type B programs for the purposes of this bulletin. Eight hundred and nine, or 17.7 percent of the total number of programs, consisted of classroom instruction only (Type C); and 20, or 0.5 percent, consisted of practice driving only (Type D).

Of the Type A programs about three-fourths required one semester, one-seventh required a full year, and less than one-tenth varied (including summer sessions). In more than 8 in 10 of all Type A programs both phases of the course were taken concurrently. Seven in 10 of the full-year courses and 9 in 10 of the shorter one-semester courses offered classroom instruction and practice driving concurrently.

Of 809 programs of classroom instruction nearly 6 in 10 offer it as a separate course. Of this group 4 in 10 required one semester, nearly one-sixth required a full year to complete, and the rest required varying lengths of time.

Differences by Size of Community

The smaller communities were more likely to have both classroom instruction and practice driving than were the larger communities; they were more likely to require that the practice driving be taken after the classroom instruction was completed; they were more likely to require a full year for the course. While the differences on these items are not large, the percents are consistently smaller in the cities over 100,000 in population than they are in the smaller cities and in the rural areas.

Regional Differences

In most of the regions Type A programs prevailed in 8 or 9 in 10 high schools, but the proportion dropped to a little more than 7 in 10 in the Northwest, and to about 6 in 10

TABLE 2.—GENERAL TYPES OF PROGRAMS OF DRIVER EDUCATION IN PUBLIC HIGH SCHOOLS, 1952-53

Type of program	Total schools	
	Number	Percent
1	2	3
A. Both classroom instruction and practice driving, either offered as a separate course or meeting the minimum time standards of the National Conference on High-School Driver Education	3,617	79.2%
1. Requiring full school year	526	11.5
a. Both phases taken concurrently	367	8.0
b. Practice after classroom work completed	159	3.5
2. Requiring one semester	2,773	60.7
a. Both phases taken concurrently	2,472	54.1
b. Practice after classroom work completed	301	6.6
3. Miscellaneous lengths of time[a]	318	7.0
a. Both phases taken concurrently	161	3.5
b. Practice after classroom work completed	157	3.5
B. Both classroom instruction and practice driving, but not offered as a separate course or not meeting standards of National Conference	119	2.6
C. Classroom instruction only[b]	809	17.7
1. Offered as a separate course	458	10.0
a. Requiring full year to complete	73	1.6
b. Requiring one semester	185	4.0
c. Miscellaneous lengths of time to complete[c]	200	4.4
2. Integrated with other subjects	351	7.7
D. Practice driving only	20	0.5
Total of items A, B, C, and D	4,565	100.0%

[a] Includes nine schools where program is offered in summer session.
[b] Includes 11 schools where some school supervision is offered to practice driving which students do at home. Does not include 94 schools which did not report detailed information.
[c] Includes two schools where program is offered in summer session.

in the Far West. Full-year programs were most characteristic of the Middle Atlantic states; least characteristic in the Far West. Type B programs were found in 1 to 3 percent of the schools in each region; the proportion rose to 9 percent in the Far West.

Programs of classroom instruction only were relatively few in the Southwest; they were about 13 to 18 percent of all programs in most other regions, except the Far West where they were 39 percent of the programs offered.

School Enrolment Differences

Generally speaking, the small or middle-size schools were more likely than the large schools to require a full year of instruction, to require that the practice driving be taken *after* the classroom instruction has been completed, and to offer driver education as a separate course which meets national standards.

Close to 9 in 10 of the schools with enrolments of 300 to 999 offered programs which included both classroom instruction and practice driving. This was true in 8 in 10 of the smallest schools (fewer than 300 enrolled) and in the schools of 1000-1999 enrolment. Just a little more than 6 in 10 of the largest schools (2000 and more) offered the combined programs.

Differences among Types of Schools

Almost 9 in 10 of the three-year senior high schools and the six-year junior-senior high schools offered driver education which included both classroom instruction and practice driving. In the five-year junior-senior and four-year high schools slightly fewer than 8 in 10 offered the complete program. Programs consisting *only* of classroom instruction were most characteristic of the four-year high schools and the five-year junior-senior high schools.

Full-year programs were more likely to be found in the six-year junior-senior high schools than in the other types; concurrent programs also were more characteristic of these schools than the other types. Programs of "varying lengths" were most common in the three-year senior high schools and the five-year junior-senior high schools.

Typical Practices

The following paragraphs will report findings on enrolment, amount of time devoted to the course, grade level, credit toward high-school graduation, and instructional material.

Number of Students

One way of gaging the popularity of a course in high school is thru the number of students successfully completing it. Progress can be shown by comparing numbers for successive years.

Number completing courses in 1951-52—Of the 4659 high schools reporting that they had some kind of driver education program, 93.8 percent reported the number of students who successfully completed the course in 1951-52. A total of 244,133 students successfully completed all four types of driver education programs. The 3600 schools reporting Type A and Type B programs had 159,118, or 65.2 percent, of the total successful students; 751 schools reporting Type C programs had 84,032, or 34.4 percent, of the successful students; and the 20 schools providing Type D programs had 983, or 0.4 percent, of the successful students.

The average number of students per school successfully completing the course in driver education varied with the type of program: the schools offering Type A programs had an average of 42.6 students per school successfully completing the course; those offering Type B programs had an average of 97.9 students per school successfully completing the program. The schools offering Type C programs had 11.9 students per school on the average completing driver education; and the schools offering Type D programs had 49.2 students per school on the average.

Number completing courses in 1952-53—Respondents were also asked to estimate the number of students who would successfully complete a course in driver education in 1952-53. Of the 4659 high schools reporting that they had some kind of driver education program, 4370, or 93.8 percent, estimated that a total of 291,812 students would successfully complete the course in 1952-53. This would be an increase of 19.5 percent over 1951-52.

The 3599 schools of the 3736 schools reporting both Type A and Type B programs expected 191,829, or 65.7 percent of the total number, to complete the courses. This would be an increase of 20.6 percent over the number completing the courses in 1951-52. Those

TABLE 3.—ESTIMATED NUMBER OF STUDENTS EXPECTED TO COMPLETE COURSES IN DRIVER EDUCATION PROGRAMS IN PUBLIC HIGH SCHOOLS, 1952-53

Number of students	Schools having both classroom instruction and practice driving		Schools having classroom instruction only (Type C)	Schools having practice driving only (Type D)	All schools	
	As a separate subject or meeting minimum time standards (Type A)	Not as a separate subject and not meeting minimum time standards (Type B)			Number	Percent
1	2	3	4	5	6	7
Fewer than 25	26.7%	8.7%	26.1%	30.0%	1,145	26.2%
25– 49	37.9	34.6	21.7	40.0	1,531	35.0
50– 74	16.1	13.4	12.9	5.0	675	15.5
75– 99	7.9	9.6	9.6	10.0	361	8.3
100–124	4.7	7.7	4.3	5.0	206	4.7
125–149	2.6	8.7	1.7	5.0	115	2.6
150–174	1.5	1.9	3.1	....	77	1.8
175–199	0.8	4.8	1.9	5.0	50	1.1
200–249	0.9	3.8	3.1	....	59	1.4
250–299	0.3	1.0	3.3	....	35	0.8
300–349	0.2	1.0	2.1	....	23	0.5
350–399	0.2	1.9	2.0	....	23	0.5
400–449	....	1.0	1.5	....	12	0.3
450–499	0.1	....	0.5	....	6	0.1
500 or more	0.1	1.9	6.2	....	52	1.2
	100.0%	100.0%	100.0%	100.0%	....	100.0%
Number of schools reporting	3,495	104	751	20	4,370	....
Number of students	181,050	10,779	98,932	1,051	291,812	....

schools providing Type A programs expected an increase of 21.6 percent, and those schools providing Type B programs expected an increase of only 5.9 percent. The 751 schools providing Type C programs expected an increase of 17.7 percent in 1952-53, and those schools providing Type D programs expected an increase of 6.9 percent.

Table 3 gives the details on numbers of students expected to complete the courses in 1952-53.

Amount of Instruction

Respondents were asked to indicate the amount of instruction students in driver education were given according to the number of clock hours in the classroom and at the controls of a car, and according to the number of periods per week spent in both types of activities.

Length of course in clock hours—Out of the 4659 schools reporting that they had a program of driver education, 4404, or 94.5 percent, reported the number of clock hours given to classroom instruction. The median was 30 hours per course for all schools offering Type A programs and for all schools offering Type C programs; for those schools offering Type B programs the median was 20 clock hours. Minimum time standards of the National Conference on High-School Driver Education include 30 clock hours of classroom instruction per course. This minimum time standard is met by 63.9 percent of the schools offering Type A programs, by 35.1 percent of the schools offering Type B programs, and by 54.7 percent of the schools offering Type C programs. For further details see Table 4.

Out of the 4659 schools reporting that they had a program of driver education, 3606, or 77.4 percent, reported the number of clock hours given to practice driving. The median was eight clock hours for all schools offering Type A and Type D programs; for those schools offering Type B programs the median was six clock hours. Among the schools offering Type A programs, 91.3 percent provide six or more clock hours of practice driving—the minimum standards set by the National Conference on High-School Driver Education; among the schools offering Type B programs, 56.6 percent provide six or more clock hours of practice driving; among the schools providing Type D programs, 85.0 percent provide six or more clock hours of practice driving. Further details are shown in Table 4.

TABLE 4.—LENGTH OF DRIVER EDUCATION COURSE IN PUBLIC HIGH SCHOOLS BY CLOCK HOURS, 1952-53

Type of instruction and number of clock hours	Schools having both classroom instruction and practice driving		Schools having classroom instruction only (Type C)	Schools having practice driving only (Type D)	All schools	
	As a separate subject or meeting minimum time standards (Type A)	Not as a separate subject and not meeting minimum time standards (Type B)			Number	Percent
1	2	3	4	5	6	7
In classroom instruction						
Fewer than 5 hours	0.1%	....	0.2%	....	5	0.1%
5 hours	1.0	2.6%	1.1	....	47	1.1
10 hours	3.3	11.4	3.8	....	160	3.6
15 hours	6.7	14.0	10.8	....	335	7.6
20 hours	15.1	24.6	16.8	....	687	15.6
25 hours	9.9	12.3	12.6	....	461	10.5
30 hours	19.9	20.2	24.7	....	914	20.8
35 hours	16.2	6.1	8.1	....	639	14.5
40 hours	10.2	4.4	5.0	....	400	9.1
45 hours	6.7	1.8	7.1	....	293	6.6
50 hours and over	10.9	2.6	9.8	....	463	10.5
	100.0%	100.0%	100.0%	....	....	100.0%
Number of schools reporting	3,503	114	787	....	4,404	....
Median number of clock hours	30	20	30	....	30	....
At the controls of practice car						
Fewer than 4 hours	1.1%	11.5%	....	....	51	1.4%
4 hours	7.5	30.1	....	10.0%	297	8.2
6 hours	23.7	18.6	....	25.0	849	23.5
8 hours	30.1	19.5	....	20.0	1,071	29.7
10 hours	15.3	7.9	....	10.0	543	15.1
12 hours	6.4	4.4	....	15.0	231	6.4
14 hours	2.8	0.9	....	....	97	2.7
16 hours	3.9	1.8	....	....	137	3.8
18 hours	5.2	....	....	10.0	183	5.1
20 hours and over	3.9	3.5	....	5.0	140	3.9
Varies	0.1	1.8	....	5.0	7	0.2
	100.0%	100.0%	....	100.0%	....	100.0%
Number of schools reporting	3,473	113	....	20	3,606	.....
Median number of clock hours	8	6	....	8	8	.....

Length of course in periods per week—Out of the 4659 schools reporting that they had a program of driver education, 4278, or 91.7 percent, reported the number of periods per week each student receives in classroom instruction in driver education. The median was 2.9 for all schools providing classroom instruction. The median was 2.7 periods of classroom instruction per week for the schools offering Type A programs; 5.1 periods per week for the schools offering Type B programs; and 5.2 periods per week for the schools offering Type C programs.

Among the schools offering Type A programs, 40.8 percent provide three or more periods of classroom instruction per week; among the schools offering Type B programs, 65.1 percent; and among the schools offering Type C programs, 69.8 percent. Further details are shown in Table 5.

Out of the 4659 schools reporting that they had a program of driver education, 3462, or 74.3 percent, reported the number of periods per week given to practice driving. The median was 2.3 for all schools providing practice driving. The median was 2.3 periods of practice driving per week for the schools offering Type A programs, 2.4 periods per week for the schools offering Type B programs, and 3.1 periods per week for the schools offering Type D programs.

Among the schools offering Type A programs, 23.7 percent provide three or more periods of practice driving per week; among the schools offering Type B programs, 32.1 percent; and among the schools offering Type D programs, 47.4 percent. These figures are shown in Table 5.

It may be that the number of periods per week devoted to driver education varies ac-

cording to the length of the course—the full-year courses consisting of fewer periods per week. However, replies to the questionnaire did not give this information.

Grade Level

In most schools students may enrol in driver education in a choice of two or more grades.

Classroom instruction—Most often students taking driver education receive classroom instruction in Grade XI—61.9 percent of the schools offering classroom instruction mentioned that grade. Second in popularity is Grade XII—59.4 percent of the schools mentioned that grade. Third is Grade X—59.2 percent of the schools reporting mentioned it. A little less than a third of the reporting schools mentioned Grade IX. A few students enrol in the classroom instruction phase of driver education in Grades VII and VIII, and almost none at all in Grades XIII and XIV.

When the reporting schools are divided according to the type of program they provide, we find some differences. Grade XI is the most frequently mentioned grade among the schools providing Type A programs—68.7 percent mention it. But Grade X was the most frequently mentioned grade among the other groups—57.3 percent of the schools offering Type B programs mentioned it, and 48.7 percent of the schools offering Type C programs mentioned it. Further details are shown in Table 6.

Practice driving—Students may enrol in the practice driving phase of driver education also in a choice of grades; most often they enrol in Grade XI—71.7 percent of the schools offering practice driving mentioned that grade. Second in popularity is Grade XII—70.6 percent of the schools mentioned that grade. Third was Grade X—63.8 percent of the schools reporting mentioned it. Slightly more than one-fourth of the schools reporting mentioned Grade IX, a small number mentioned Grade VIII, and practically none at all mentioned

TABLE 5.—NUMBER OF PERIODS PER WEEK PER STUDENT, DRIVER EDUCATION IN PUBLIC HIGH SCHOOLS, 1952-53

Type of instruction and number of periods per week	Schools having both classroom instruction and practice driving		Schools having classroom instruction only (Type C)	Schools having practice driving only (Type D)	All schools	
	As a separate subject or meeting minimum time standards (Type A)	Not as a separate subject and not meeting minimum time standards (Type B)			Number	Percent
1	2	3	4	5	6	7
In classroom instruction						
Less than 1 period	0.9%	1.0%	0.4%	....	35	0.8%
1 but less than 2	30.6	26.4	18.8	....	1,213	28.4
2 but less than 3	27.3	7.5	11.0	....	1,023	23.9
3 but less than 4	15.9	4.7	4.2	....	577	13.5
4 but less than 5	6.8	4.7	2.1	....	253	5.9
5 but less than 6	17.9	54.7	62.9	....	1,152	26.9
6 or more	0.2	1.0	0.6	....	11	0.3
Varies	0.4	....	....	....	14	0.3
	100.0%	100.0%	100.0%	....	....	100.0%
Number of schools reporting	3,401	106	771	....	4,278	....
Median number of periods per week	2.7	5.1	5.2	....	2.9	....
In practice driving instruction						
Less than 1 period	3.4%	7.3%	....	....	120	3.5%
1 but less than 2	35.3	31.2	....	36.8%	1,217	35.2
2 but less than 3	36.6	26.6	....	10.5	1,251	36.1
3 but less than 4	11.4	5.5	....	26.3	391	11.3
4 but less than 5	5.1	3.7	....	....	174	5.0
5 but less than 6	6.9	22.0	....	21.1	258	7.5
6 or more	0.3	0.9	....	....	12	0.3
Varies	1.0	2.8	....	5.3	39	1.1
	100.0%	100.0%	....	100.0%	....	100.0%
Number of schools reporting	3,334	109	....	19	3,462	....
Median number of periods per week	2.3	2.4	....	3.1	2.3	....

TABLE 6.—FREQUENCY OF MENTION OF GRADES IN WHICH STUDENTS MAY ENROL IN DRIVER EDUCATION IN PUBLIC HIGH SCHOOLS, 1952-53

Type of instruction and grade level	Schools having both classroom instruction and practice driving		Schools having classroom instruction only (Type C)	Schools having practice driving only (Type D)	All schools	
	As a separate subject or meeting minimum time standards (Type A)	Not as a separate subject and not meeting minimum time standards (Type B)			Number	Percent
1	2	3	4	5	6	7
Classroom instruction						
Grade VII	0.4%	0.9%	0.5%	....	18	0.4%
Grade VIII	2.0	3.4	3.0	....	96	2.2
Grade IX	31.5	31.6	32.7	....	1,379	31.7
Grade X	61.7	57.3	48.7	....	2,577	59.2
Grade XI	68.7	32.5	36.4	....	2,691	61.9
Grade XII	66.1	29.1	34.8	....	2,586	59.4
Grade XIII	*	....	....	....	1	*
Grade XIV	*	....	....	....	1	*
Number of schools reporting	3,441	117	792	....	4,350	....
Practice driving instruction						
Grade VIII	1.8%	0.9%	....	5.3%	61	1.8%
Grade IX	27.6	14.5	....	26.3	942	27.2
Grade X	63.8	62.7	....	78.9	2,211	63.8
Grade XI	72.4	49.1	....	78.9	2,483	71.7
Grade XII	71.2	50.9	....	68.4	2,445	70.6
Grade XIII	0.1	....	....	....	2	0.1
Grade XIV	0.1	....	....	....	2	0.1
Number of schools reporting	3,335	110	....	19	3,464	....

* Less than 0.1 percent.

Grades XIII and XIV. This follows the same pattern as the choice of grades in which students may enrol in the classroom instruction phase of driver education.

When the reporting schools are divided according to the type of program they provide, we find that Grade XI was the most frequently mentioned grade for practice driving among the schools offering Type A programs—72.4 percent mentioned it. But Grade X was the most frequently mentioned grade among the schools offering Type B programs—62.7 percent mentioned it. Among the schools offering Type D programs, Grades X and XI were the most frequently mentioned—78.9 percent. The frequency of grade mention follows almost the same pattern as that for classroom instruction. Further details are shown in Table 6.

Driver Education—Optional or Required

Like many other subjects which students in public high schools may study, driver education may be optional or required. However, reports from three states—California, North Dakota, and Virginia—stated that driver education is required for high-school graduation. About two-thirds of all the schools reporting on this question stated that the classroom instruction phase of it is optional and 9 in 10 reported that the practice driving phase is also optional. Table 7 shows the details.

A breakdown according to the type of program offered shows that while in about 8 in 10 of the reporting schools offering Type A programs classroom instruction is optional, in schools having other types of programs the reverse is true (see Table 7).

In general, a smaller proportion of schools offering driver education require practice driving than require classroom instruction. About 9 in 10 schools reporting that they offer some kind of program of driver education reported that the practice driving phase of it is optional. Unlike the classroom instruction phase of driver education, practice driving is optional in 8 or 9 in 10 schools in all groups (grouping according to type of program), and in 9 in 10 schools offering Type A programs—91.3 percent. Among the schools offering Type B programs, practice driving is optional in 83.1 percent of the schools reporting (80.7 percent require classroom instruction).

High-School Credit for Driver Education

Whether a subject offered in public high schools is required or optional, it may or may not carry credit toward high-school graduation. Reports from state departments of education show that in at least 40 states, when driver education is offered for credit, the course must meet certain minimum requirements.

Is credit allowed?—About 4 in 5 of the schools reporting on this question give credit for driver education. Seven in 10 of the reporting schools give credit for driver education as a separate subject; less than 1 in 10 gives credit for it as part of another subject. While 83.9 percent of the schools offering Type A programs give credit, only 52.9 percent of the schools offering Type B programs,

TABLE 7.—EXTENT TO WHICH DRIVER EDUCATION IS A REQUIRED OR AN OPTIONAL SUBJECT IN PUBLIC HIGH SCHOOLS, 1952-53

Items	Schools having both classroom instruction and practice driving		Schools having classroom instruction only (Type C)	Schools having practice driving only (Type D)	All schools	
	As a separate subject or meeting minimum time standards (Type A)	Not as a separate subject and not meeting minimum time standards (Type B)			Number	Percent
1	2	3	4	5	6	7
Classroom instruction						
Required	20.6%	80.7%	82.3%	....	1,496	33.1%
Optional	79.4	19.3	17.7	....	3,021	66.9
	100.0%	100.0%	100.0%	....	....	100.0%
Number of schools reporting	3,600	119	798	....	4,517	....
Practice driving instruction						
Required	8.7%	16.9%	....	10.0%	334	8.9%
Optional	91.3	83.1	....	90.0	3,401	91.1
	100.0%	100.0%	....	100.0%	....	100.0%
Number of schools reporting	3,597	118	....	20	3,735	....

TABLE 8.—HIGH-SCHOOL CREDIT FOR DRIVER EDUCATION, 1952-53

Items	Schools having both classroom instruction and practice driving		Schools having classroom instruction only (Type C)	Schools having practice driving only (Type D)	All schools	
	As a separate subject or meeting minimum time standards (Type A)	Not as a separate subject and not meeting minimum time standards (Type B)			Number	Percent
1	2	3	4	5	6	7
Credit as a separate subject	82.0%	....	30.3%	10.0%	3,200	70.5%
Credit as part of another subject	1.9	52.9%	33.8	....	398	8.8
No credit	16.1	47.1	35.9	90.0	938	20.7
	100.0%	100.0%	100.0%	100.0%	....	100.0%
Number of schools reporting	3,606	119	791	20	4,536	....
Units of credit allowed						
Below 1/8 unit	2.0%	19.2%	9.3%	....	84	2.8%
1/8 but less than 1/4	0.9	15.4	15.8	....	69	2.3
1/4 but less than 3/8	11.5	19.2	23.5	50.0%	383	12.5
3/8 but less than 1/2	0.9	....	....	....	25	0.8
1/2 but less than 5/8	74.0	34.6	36.0	50.0	2,160	70.6
5/8 but less than 1	0.1	....	0.8	....	4	0.1
1 unit	10.6	11.6	14.6	....	335	10.9
	100.0%	100.0%	100.0%	100.0%	....	100.0%
Number of schools reporting	2,785	26	247	2	3,060	....

TABLE 9.—SOURCES OF OUTLINES AND CURRICULUM GUIDES FOR DRIVER EDUCATION, 1952-53

Source of outline and curriculum guide	Schools having both classroom instruction and practice driving		Schools having classroom instruction only (Type C)	Schools having practice driving only (Type D)	All schools	
	As a separate subject or meeting minimum time standards (Type A)	Not as a separate subject and not meeting minimum time standards (Type B)			Number	Percent
1	2	3	4	5	6	7
State motor vehicle department	80.3%	80.7%	86.8%	75.0%	3,673	81.4%
Automobile clubs	85.2	79.0	62.0	68.8	3,650	80.9
State department of education	73.9	72.3	71.6	62.5	3,314	73.4
Insurance companies	74.2	67.2	63.5	50.0	3,251	72.1
Automobile manufacturers or dealers	72.5	59.7	50.8	75.0	3,081	68.3
State police or state public safety department	69.1	55.5	53.8	75.0	2,978	66.0
Safety councils	64.0	59.7	51.6	75.0	2,786	61.7
State highway department	55.5	56.3	53.0	31.3	2,482	55.0
Locally developed	33.1	39.5	35.6	6.3	1,518	33.6
Other sources	1.6	....	0.4	....	62	1.4
Number of schools reporting	3,577	119	800	16	4,512	....

64.1 percent of the schools offering Type C programs, and 10.0 percent of the schools offering Type D programs give credit.

Since such a large proportion of the schools offering Type D programs do not give credit, it may be that the students received credit for classroom instruction taken previously.

Practically all of the more than 8 in 10 schools offering Type A programs which give credit for the course recognize it as a separate subject. Of those schools offering Type C programs, the 64.1 percent which give credit were almost evenly divided between giving credit for driver education as a separate subject and giving credit for it as part of another subject (see Table 8).

How much credit is allowed?—About 7 in 10 of the schools reporting on this question give ½ to ⅝ unit; 1 school in 8 gives ¼ to ⅜ unit; only 1 school in 10 gives a whole unit of credit. Among the schools offering Type A programs, almost three-fourths give ½ to ⅝ unit credit, a little more than one-third of those offering Type B programs, and also about a third of those offering Type C programs give the same amount of credit (see Table 8).

Sources of Instructional Material

The instructional material, other than the cars and audio-visual equipment, may be divided roughly into two kinds—outlines and curriculum guides used by the teachers and textbooks and workbooks used by the students.

Sources of outlines and curriculum guides—Since many people are interested in the progress and improvement of driver education in public high schools, many groups besides the state departments of education have produced various kinds of outlines and guides for the teachers of driver education. Table 9 shows the various sources of these materials and the proportions of the schools which use them. In 4512 schools which reported the sources of these materials which their teachers of driver education use, the most popular are the materials published by the state motor vehicle department—81.4 percent of the schools reporting got material from this source. Other popular sources are automobile clubs, reported by 80.9 percent of the schools; the state department of education, reported by 73.4 percent of the schools; and insurance companies, reported by 72.1 percent of the schools. Other sources of outlines and curriculum guides reported by more than half the schools include automobile manufacturers and dealers, the state police or state public safety department, safety councils, and the state highway department, in that order. Only about one-third of the schools reported that they use locally developed materials. For a small number of schools other sources include state universities or colleges, civic groups, the National Education Association, public officials, the Red Cross, the National Safety Council, oil companies, the Center for Safety Education, rail-

road companies, the National Highway Users Conference, and the Army.

For the schools offering Type A and Type B programs, the ranks and proportions were not significantly different from those of all the schools reporting. For the schools offering Type D programs, top place was held by four sources: the state motor vehicle department, the state police or state public safety department, safety councils, and automobile manufacturers or dealers—75.0 percent of the schools so reported.

Among all schools, except those offering Type D programs, the proportion using locally developed materials increased with the size of the school district. In urban school districts over 100,000 in population, 53.2 percent of the schools offering Type A programs use locally developed materials; 55.6 percent of the schools offering Type B programs do; and 74.8 percent of the schools offering Type C programs do.

Textbooks and workbooks—The great majority of high schools offering driver education —94.4 percent—make use of textbooks or workbooks for students. Slightly less than half the schools offering Type D programs do—47.4 percent.

Teaching Personnel

Enrolment in driver education programs and the completeness of the programs depend in large part on the availability of qualified teachers to teach it. Therefore, high-school principals were asked how many teachers of driver education their schools had, whether they taught full time or part time, what other subjects they taught, and what training they had in driver education.

Number of Teachers

About 1 school in 10 has itinerant teachers —that is, teachers who teach driver education in several schools instead of being assigned to only one. Schools which offer Type C programs depend on itinerant teachers to a much less extent—only 3.1 percent have them. But schools which offer Type B programs use itinerant teachers to a greater extent—15.1 percent do so.

Of the schools which have assigned teachers, 86.9 percent employ them to teach driver education on a part-time basis. This is true to the greatest extent in the schools offering Type C programs—98.1 percent have part-time assigned teachers. Slightly smaller proportions of the schools offering the other types of programs employ teachers of driver education on a part-time basis—95.8 percent of the schools offering Type B programs, 84.2 percent of the schools offering Type A programs, and 80.0 percent of the schools offering Type D programs. Table 10 gives the details.

A tabulation by size of school district (not included here) shows that the schools in the larger districts are more likely to have itinerant

TABLE 10.—NUMBER OF DRIVER EDUCATION TEACHERS IN PUBLIC HIGH SCHOOLS, 1952-53

Items	Schools having both classroom instruction and practice driving		Schools having classroom instruction only (Type C)	Schools having practice driving only (Type D)	All schools	
	As a separate subject or meeting minimum time standards (Type A)	Not as a separate subject and not meeting minimum time standards (Type B)			Number	Percent
1	2	3	4	5	6	7
Number of schools having itinerant teachers	11.9%	15.1%	3.1%	10.0%	472	10.4%
Number of schools having assigned teachers:						
Full time	14.2	16.8	2.6	15.0	554	12.2
Part time	84.2	95.8	98.1	80.0	3,937	86.9
Number of schools reporting	3,597	119	795	20	4,531	....
Number of teachers:						
Full time	12.4%	8.9%	1.9%	20.0%	627	9.9%
Part time	87.6	91.1	98.1	80.0	5,724	90.1
Total number of teachers	100.0% 4,560	100.0% 316	100.0% 1,455	100.0% 20	 6,351	100.0% ....

TABLE 11.—CURRICULUM AREAS TO WHICH PART-TIME TEACHERS OF DRIVER EDUCATION DEVOTE TIME, 1952-53

Curriculum areas	Schools having both classroom instruction and practice driving		Schools having classroom instruction only (Type C)	Schools having practice driving only (Type D)	All schools	
	As a separate subject or meeting minimum time standards (Type A)	Not as a separate subject and not meeting minimum time standards (Type B)			Number	Percent
1	2	3	4	5	6	7
Physical education	31.1%	29.5%	37.9%	28.6%	1,858	32.7%
Social studies	23.5	37.5	32.5	14.3	1,501	26.4
Science	18.4	14.2	18.9	14.3	1,040	18.3
Industrial arts	15.3	6.9	3.9	21.4	684	12.0
Mathematics	13.2	4.9	6.6	21.4	634	11.2
English (or other language)	5.4	14.6	13.3	....	445	7.8
Administration and supervision	5.7	0.7	2.3	7.1	262	4.6
Vocational education	4.0	3.8	3.3	14.3	216	3.8
Coach	2.6	0.3	0.8	7.1	117	2.1
Business or commercial	2.6	1.7	0.9	....	121	2.1
Health	1.4	0.3	2.0	....	86	1.5
Music	1.1	0.3	0.7	....	53	0.9
Guidance and counseling	1.1	0.3	0.4	....	49	0.9
Other areas	4.3	1.4	1.7	....	198	3.5
Number of teachers reported	3,964	288	1,412	14	5,678	....

teachers than are the schools in the smaller school districts, the dividing line being at 30,000 population. Schools in the smallest urban school districts are much more likely to have assigned teachers on a part-time basis.

Table 10 also shows the total number of teachers engaged in teaching driver education in each type of program. A total of 6351 teachers, 90.1 percent of them on a part-time basis, teach driver education in the 4531 schools reporting. The schools offering Type A programs employ 3993 part-time teachers of driver education—almost 9 in 10 of all their teachers of this subject. In schools offering Type C programs, all but about 2 in 100 teachers are on a part-time basis. In the schools offering Type D programs, 8 in 10 teachers are on a part-time basis.

Other Subjects Taught by Part-Time Teachers

The part-time teachers of driver education devote the rest of their teaching time to a great variety of fields—in fact, just about every subject offered in public high schools. Of the 5678 part-time teachers of driver education for whom information was given, the largest proportion—32.7 percent—also teach physical education. The second largest proportion—26.4 percent—teach social studies. Third place goes to teachers of science—18.3 percent. About the same proportions and for the same subjects are also true of the part-time teachers in schools offering Type A programs. Among the schools offering Type B programs, the three top places go to teachers of social studies, physical education, and English (or other language). In the schools offering Type D programs, the part-time teachers also teach physical education, mathematics, or industrial arts. Music and guidance and counseling were mentioned least often as the curriculum areas to which teachers of driver education devote their time. Details are shown in Table 11.

Among the schools offering Type A programs, the larger the school district the more likely it is that the part-time teacher of driver education also teaches physical education. Another example—among the schools offering Type B programs, the smaller the school district the more likely it is that the part-time teacher of driver education also teaches science.

Since there is a difference of 673 between the numbers of teachers reported in Tables 10 and 11, it is possible that some of these teachers are part-time teachers of driver education only.

Certification of Teachers

About 8 in 10 teachers of driver education have been duly certified by the state certification agency to teach driver education. As one

would expect, the largest proportion of certified teachers—a little better than 9 in 10—is in the schools offering Type A programs. The smallest proportion is in the schools offering Type C programs—37.0 percent. Details are shown in Table 12.

It might be pointed out here that reports from state departments of education indicate that 45 states and Puerto Rico require that teachers of driver education meet certain specific requirements. However, these reports did not say whether or not these requirements included certification in driver education.

Daily Teaching Load

For most teachers of driver education—78.1 percent—teaching hours are about the same as for teachers of other subjects. For those in schools offering Type A programs, 75.1 percent; for those in schools offering Type B programs, 87.1 percent; for those in schools offering Type C programs, 87.1 percent; and for those in schools offering Type D programs, 38.9 percent. Of the rest of the teachers of driver education, 13.7 percent work longer hours and 8.2 percent work shorter hours. Details are shown in Table 13.

TABLE 12.—NUMBER OF DRIVER EDUCATION TEACHERS DULY CERTIFIED BY STATE TEACHER CERTIFICATION AGENCY, PUBLIC HIGH SCHOOLS, 1952-53

Teachers	Schools having both classroom instruction and practice driving		Schools having classroom instruction only (Type C)	Schools having practice driving only (Type D)	All schools	
	As a separate subject or meeting minimum time standards (Type A)	Not as a separate subject and not meeting minimum time standards (Type B)			Number	Percent
1	2	3	4	5	6	7
Number certified	91.6%	65.6%	37.0%	83.3%	4,553	79.2%
Number reported	4,278	285	1,166	18	5,747	....

TABLE 13.—TEACHING LOAD OF DRIVER EDUCATION TEACHERS COMPARED WITH THAT OF OTHER TEACHERS, 1952-53

Items	Schools having both classroom instruction and practice driving		Schools having classroom instruction only (Type C)	Schools having practice driving only (Type D)	All schools	
	As a separate subject or meeting minimum time standards (Type A)	Not as a separate subject and not meeting minimum time standards (Type B)			Number	Percent
1	2	3	4	5	6	7
Number of teachers of driver education whose teaching hours as compared with other teachers are:						
Same	75.1%	87.1%	87.1%	38.9%	4,727	78.1%
Longer	17.1	6.3	3.2	27.8	826	13.7
Shorter	7.8	6.6	9.7	33.3	499	8.2
	100.0%	100.0%	100.0%	100.0%	....	100.0%
Number of teachers reported	4,456	302	1,276	18	6,052	....
Number of overtime hours per day of teachers with longer hours:						
Less than 1 hour	6.2%	....	12.2%	....	52	6.3%
1 hour	49.4	21.1%	63.4	40.0%	408	49.4
2 hours	24.7	52.6	7.3	20.0	202	24.5
3 hours	6.3	21.1	....	20.0	53	6.4
4 or more hours	0.8	....	....	....	6	0.7
Hours not specified	12.6	5.2	17.1	20.0	105	12.7
	100.0%	100.0%	100.0%	100.0%	....	100.0%
Number of teachers reported	761	19	41	5	826	....

TABLE 14.—SPECIAL PREPARATION IN DRIVER EDUCATION OF TEACHERS IN PUBLIC HIGH SCHOOLS, 1952-53

Type of preparation	Schools having both classroom instruction and practice driving		Schools having classroom instruction only (Type C)	Schools having practice driving only (Type D)	All schools	
	As a separate subject or meeting minimum time standards (Type A)	Not as a separate subject and not meeting minimum time standards (Type B)			Number	Percent
1	2	3	4	5	6	7
In driver education						
One-week intensive course	39.1%	34.2%	9.2%	42.1%	2,007	32.4%
Two-week intensive course	17.2	11.1	7.9	10.5	919	14.8
Summer session course of:						
1 week	1.9	0.3	1.2	5.3	106	1.7
2 weeks	2.4	3.5	1.1	....	135	2.2
3 weeks	1.1	0.6	1.0	....	64	1.0
4 weeks	0.7	0.3	0.3	....	36	0.6
5 weeks	1.0	1.0	0.3	....	52	0.8
6 weeks	8.3	7.9	6.4	10.5	487	7.8
7 weeks	0.1	....	....	....	5	0.1
8 weeks	2.7	2.8	0.5	....	136	2.2
9 weeks	1.2	1.0	0.2	....	61	1.0
10 weeks	0.8	0.3	0.2	5.3	41	0.7
11 weeks	0.1	....	....	....	5	0.1
12 weeks or more	1.3	0.6	0.5	5.3	69	1.1
Not specified	1.5	1.0	1.5	....	91	1.5
Total	23.1	19.3	13.2	26.4	1,288	20.8
Full semester course	13.7	12.7	8.9	5.3	781	12.6
Other	8.4	7.3	10.7	10.5	546	8.8
No special preparation	3.4	17.7	51.4	10.5	896	14.5
Number of teachers reported	4,524	316	1,330	19	6,189	....
Number of teachers with preparation in general safety education	75.5%	65.0%	65.5%	89.5%	4,236	73.0%
Number of teachers reported	4,292	306	1,188	19	5,805	....

About half the teachers of driver education who work overtime averaged one hour a day longer than other teachers; about one-fourth work two hours overtime (see Table 13).

Amount of Special Preparation in Driver Education

Most teachers of driver education have had some special preparation for teaching this subject—only 14.5 percent were reported as not having special preparation. This proportion includes only 3.4 percent of the teachers in schools offering Type A programs, 10.5 percent of the teachers in schools offering Type D programs, 17.7 percent of the teachers in schools offering Type B programs, and 51.4 percent of the teachers in schools offering Type C programs. One in 5 teachers has taken some kind of summer session course, almost 1 in 3 has taken a one-week intensive course, about 3 in 20 have taken a two-week intensive course, and about 1 in 8 has taken a full semester course in driver education. Of the summer session courses, the six-week course was taken by the largest proportion of teachers —7.8 percent of the teachers have taken it; 2 or fewer in 100 have taken summer session courses of other lengths. (See Table 14.)

Preparation in General Safety Education

Almost 3 in 4 teachers of driver education have had some special preparation in safety education in general. This proportion was a little smaller for teachers in schools offering Type B programs and for teachers in schools offering Type C programs—65.0 and 65.5 percent. See Table 14 for details.

Equipment and Costs

A driver education program requires such equipment as cars for practice driving, film projectors, and special devices; many schools use them. These items, as well as teachers' salaries, cost money; therefore, questions on the cost and the financing of the driver education programs were asked of the respondents.

Types of Equipment Available

Almost all the schools—97.2 percent—reported that a 16 mm motion picture projector

is available. Two out of 3 schools also have a 35 mm filmstrip projector available. A little more than half the schools reported having devices for psychophysical testing. Among the three types of programs offering practice driving, the proportions of schools having dummy or practice cars available in a laboratory ranged from 1 in 10 to 1 in 20.

Cars Used in Practice Driving

Since one learns to drive by driving, probably a car for practice driving is the most important piece of equipment used in driver education. Therefore, several questions in the survey concerned the cars used in practice driving.

Number of cars used—Most schools providing practice driving—95.1 percent—have only one car for that purpose; a few schools have two cars and still fewer have three or more cars. Schools offering Type B programs are a little more likely than the schools offering the other types of programs to have two or more cars. As one would expect, the schools in the largest urban school districts are more likely to have more than one car than are the schools in the smaller urban or rural school districts; and the larger schools also are more likely to have more than one car than are the smaller schools—in general, 3 to 4 in 10 of the largest schools have two or more cars. Since these schools have the largest enrolments in driver education, many of them obviously need more than one car. Details are shown in Table 15.

Ownership of cars—Fewer than 1 in 10 of the cars used in practice driving is owned by the schools using them or by the board of education. Cars used by schools offering Type A programs are more likely to be school or board owned the larger the urban school district and the larger the school. The cars are usually owned by some agency other than the school or schoolboard and are rented by the schools or loaned to the schools. Details are shown in Table 15.

Dual controls on cars—Practically all the cars used by the schools in practice driving have dual brake and clutch pedals or some other type of dual control; only 3.2 percent of the cars used were not reported as having some type of dual control. Details are given in Table 16.

Use of lettering or signs on cars—More than 9 in 10 (92.9 percent) of the 3742 schools reporting on this question use lettering or signs on the practice driving cars. Lettering or signs may serve one or more purposes: 93.5 percent of the schools reporting used the lettering or signs to identify the cars as driver education cars; 37.2 percent, to show that the car was being used under the auspices of the school or school system; and 24.4 percent, to show the name of the donor of the car.

TABLE 15.—CARS IN PRACTICE DRIVING INSTRUCTION IN PUBLIC HIGH SCHOOLS, 1952-53

Items	Schools having both classroom instruction and practice driving		Schools having practice driving only (Type D)	All schools	
	As a separate subject or meeting minimum time standards (Type A)	Not as a separate subject and not meeting minimum time standards (Type B)		Number	Percent
1	2	3	4	5	6
Schools using					
1 car	95.4%	86.3%	94.7%	3,536	95.1%
2 cars	3.9	9.4	5.3	153	4.1
3 or more cars	0.7	4.3	....	29	0.8
	100.0%	100.0%	100.0%	....	100.0%
Number of schools reporting	3,582	117	19	3,718	....
Number of cars owned by schools or boards of education	8.9%	5.4%	10.0%	349	8.7%
Number of cars on loan or rental from other sources	91.1	94.6	90.0	3,644	91.3
	100.0%	100.0%	100.0%	....	100.0%
Total number of cars reported	3,824	149	20	3,993	....

Among the schools offering Type A programs, the larger the school district the more likely it is that the schools use lettering or signs on their cars to show that the car is being used under the auspices of the school or school system and to show the name of the donor of the car.

Locations and Conditions of Practice Driving

When students are beginning practice driving, safety requires that this driving be done in some area where there will be no interference with regular traffic. Advanced driving lessons should include driving under the many different kinds of conditions the students may experience later. To see to what extent schools were attempting to do this, the inquiry included questions to this effect.

Where beginning driving lessons are given—Almost two-thirds of the schools offering practice driving provide an off-street area for the beginning driving lessons; a few more than half use a street carrying little other traffic; and about 4 in 100 use a barricaded street. About 5 in 100 use some other location such as streets and highways carrying regular traffic, rural roads, and little-used highways.

The schools offering Type A programs are more likely to use an off-street area than are the schools offering the other two types of programs. Schools offering Type D programs are more likely to use streets carrying little other traffic than are the schools offering the other two types of programs.

Off-street areas appear to be used to a greater extent (probably because of availability) as the size of the school district decreases, being greatest in the rural school districts. Barricaded streets appear to be used more by schools in urban school districts 30,000 to 100,000 in population. As the size of the school district increases, the use of streets carrying some other traffic also increases.

Advanced driving lessons—About 9 in 10 of the schools offering practice driving provide that advanced lessons be given in urban and suburban traffic; almost 9 in 10 (88.8 percent) give advanced lessons on open highways; almost 7 in 10 (67.9 percent), in unusual weather conditions (for example, rain, snow); about 1 in 6 (16.9 percent), after dark. A small proportion give advanced driving lessons under other conditions such as mountains and hilly areas, dirt and gravel roads, winding roads, muddy roads, bumpy roads, and desert areas. The schools offering Type D programs are more likely to give advanced lessons under these various conditions than are the other schools.

As the school districts decrease in size, larger proportions of them give advanced lessons on open highways and after dark.

Cost of Driver Education Programs

The cost of driver education includes such items as maintenance and operation expenses of the cars used in practice driving, teachers' salaries, and insurance. The questionnaire brought out some information on the cost of these items in 1951-52.

Annual cost per car—Often items of expense connected with the cars used by the schools in practice driving are paid for by agencies out-

TABLE 16.—DUAL CONTROLS ON CARS IN USE IN PRACTICE DRIVING INSTRUCTION IN PUBLIC HIGH SCHOOLS, 1952-53

Items	Schools having both classroom instruction and practice driving		Schools having practice driving only (Type D)	All schools	
	As a separate subject or meeting minimum time standards (Type A)	Not as a separate subject and not meeting minimum time standards (Type B)		Number	Percent
1	2	3	4	5	6
Number of cars with dual brake and clutch pedals	96.4%	87.2%	100.0%	3,828	96.1%
Number of cars with other types of dual controls	0.7	0.7	....	26	0.7
	97.1%	87.9%	100.0%	....	96.8%
Total number of cars with dual controls	3,703	131	20	3,854	....
Number of cars reported	3,814	149	20	3,983	....

TABLE 17.—AVERAGE ANNUAL COST PER CAR PER SCHOOL REPORTING EACH ITEM, PUBLIC HIGH SCHOOLS, 1951-52

Items	Schools having both classroom instruction and practice driving		Schools having practice driving only (Type D)
	As a separate subject or meeting minimum time standards (Type A)	Not as a separate subject and not meeting minimum time standards (Type B)	
1	2	3	4
Average annual cost per car per school reporting each item of expenditure			
Gasoline, oil, and servicing:			
Average annual cost	$106.59	$138.99	$105.00
Number reporting	2,226	67	10
Repair and replacement of parts:			
Average annual cost	$ 34.56	$ 30.90	$ 19.00
Number reporting	942	32	4
Insurance:			
Average annual cost	$ 96.40	$ 92.51	$ 85.70
Number reporting	2,073	66	9
Separate accident insurance for teachers:			
Average annual cost	$ 40.87	$ 21.00	.....
Number reporting	90	5	.....
Garage:			
Average annual cost	$ 50.88	$ 55.42	$100.00
Number reporting	563	13	1
Other expenses:			
Average annual cost	$ 26.23	$ 19.21	$ 25.00
Number reporting	324	8	1

side the schools. Table 17 shows for each item the average cost in 1951-52 for the number of schools reporting the item.

Roughly, it cost about $350 for the year for the operation and maintenance of each car used for practice driving. Based on the averages in Table 17 this consisted of $105 to $139 for gasoline, oil, and servicing; $19 to $35 for repair and replacement of parts; $86 to $96 for insurance (e.g., public liability, property damage, collision, and comprehensive); $21 to $41 for separate accident insurance for teachers; $51 to $100 for garage; and $19 to $26 for other expenses. Other expenses included seat cushions, chains and chain spreaders, mirrors, lettering, decals, keys, repaint jobs, tags, antifreeze, heater, seat covers, polish or wax, frost shields, or curb feelers.

On the average a driver education car cost more for the schools in urban school districts 30,000 to 100,000 in population which offer Type A programs than it cost in other sizes of urban school districts. Also, it seems that the schools in rural school districts operated a car a little more cheaply than did the average school offering this type of driver education program.

Among the schools offering Type B programs, the cost of operating a driver education car in general increased with the size of the school district, the difference between the cost of operating a car in school districts over 100,000 in population and the cost of operating a car in rural districts being about $160, on the average.

Cost per student for entire course—The lowest average cost per student for the entire course of driver education was $13.70 in schools offering Type C programs and the highest average cost was $28.81 in the schools offering Type A programs. Details on items included in the cost are shown in Table 18.

The highest average cost per student per clock hour was $1.04 in schools offering Type D programs and the lowest was 50 cents in schools offering Type C programs. Table 18 shows the frequency with which each item of expense was mentioned by the schools reporting.

The Financing of Driver Education

Driver education in public high schools may be paid for in various ways. It may be financed entirely out of the regular school budget, from special funds, from fees charged students enrolled in the program, from other sources, or from a combination of sources. This portion of the cost of driver education probably does not include the initial cost of the car, since more than 9 in 10 schools rent or borrow cars from an outside agency.

Agency financing the program—More than 8 in 10 driver education programs are financed

thru the regular school budget only; a little more than 1 in 10 programs, thru a combination of regular school funds and student fees. A few programs are financed thru student fees only; thru the regular school budget and special funds combined; thru the regular school budget, special funds, and student fees combined; or thru special funds and student fees combined.

As one would expect, almost all the schools (98.3 percent) offering Type C programs get the money for their programs out of the regular school budget alone. About 8 in 10 of the schools offering Type A programs get the money for their programs out of the regular school budget only. Fewer than 7 in 10 (66.6 percent) of the schools offering Type D programs get their funds from the regular school budget only. Few schools depend on student fees only. The largest proportion was 3.3 percent of the schools offering Type A programs. Details are shown in Table 19.

In all types of driver education programs, except those offering Type D programs, the largest proportions of schools getting funds for driver education from the regular school budget only are in urban school districts 30,000 to 100,000 in population. Among the schools offering Type A programs, the largest proportions getting their funds from student fees only are in the urban school districts over 100,000 in population.

Student fees—The average student fees reported by the schools charging them were $3.26 in the schools offering Type A programs, $3 in schools offering Type B programs, and $1.54 in the schools offering Type C programs.

Schools offering Type C programs charge practically the same amount regardless of the size of the school district. Among the schools offering Type A programs, student fees range from $2.98 to $3.35.

Accidents in Connection with Driver Education

When students are practicing driving, they are bound to make mistakes. Sometimes the mistakes result in accidents. The inquiry, therefore, included some questions about the number of accidents and the type of damage resulting.

TABLE 18.—PER-STUDENT AND PER-CLOCK HOUR COSTS FOR DRIVER EDUCATION PROGRAMS IN PUBLIC HIGH SCHOOLS, 1951-52

Items	Schools having both classroom instruction and practice driving		Schools having classroom instruction only (Type C)	Schools having practice driving only (Type D)
	As a separate subject or meeting minimum time standards (Type A)	Not as a separate subject and not meeting minimum time standards (Type B)		
1	2	3	4	5
Average of the student costs per school for entire course	$28.81	$22.13	$13.70	$27.36
Number of schools reporting	1,960	54	175	8
Frequency of items included in costs				
Salary of teachers	78.9%	82.7%	93.2%	62.5%
Operation of car	97.5	100.0	....	87.5
Garage	30.2	30.8	....	12.5
Repairs and replacement of parts	54.1	63.5	....	37.5
Insurance on car	90.0	90.4	....	75.0
Accident insurance for teachers	14.1	15.4	....	12.5
Instructional materials	54.8	48.1	52.2	12.5
Other	3.5	3.8	6.2	....
Number of schools indicating items	1,901	52	161	8
Average of the student cost per school per clock hour	$0.87	$0.97	$0.50	$1.04
Number of schools reporting	1,352	37	110	4
Frequency of items included in costs				
Salary of teachers	83.9%	86.1%	95.2%	100.0%
Operation of car	97.6	100.0	....	75.0
Garage	31.6	30.6	....	25.0
Repairs and replacement of parts	56.0	63.9	....	50.0
Insurance on car	91.4	91.7	....	75.0
Accident insurance for teachers	14.2	13.9	....	....
Instructional materials	55.9	52.8	74.0	....
Other	3.5	2.8	....	....
Number of schools indicating items	1,330	36	104	4

TABLE 19.—FINANCING OF DRIVER EDUCATION PROGRAMS IN PUBLIC HIGH SCHOOLS, 1951-52

Sources	Schools having both classroom instruction and practice driving		Schools having classroom instruction only (Type C)	Schools having practice driving only (Type D)	All schools	
	As a separate subject or meeting minimum time standards (Type A)	Not as a separate subject and not meeting minimum time standards (Type B)			Number	Percent
1	2	3	4	5	6	7
Regular school budget only	79.5%	93.8%	98.3%	66.6%	3,371	82.2%
Special funds only	1.0	....	....	5.6	35	0.9
Student fees only	3.3	1.8	1.1	....	123	3.0
Regular school budget and special funds	0.8	....	0.2	5.6	31	0.8
Regular school budget and student fees	14.7	4.4	0.4	22.2	518	12.6
Regular school budget, special funds, and student fees	0.4	....	....	....	13	0.3
Special funds and student fees	0.2	....	....	....	6	0.1
Other source	0.1	....	....	....	3	0.1
Number of schools reporting	100.0% 3,446	100.0% 113	100.0% 523	100.% 18	 4,100	100.0% ....

TABLE 20.—ANALYSIS OF ACCIDENTS IN CONNECTION WITH DRIVER EDUCATION IN PUBLIC HIGH SCHOOLS, 1950-1953

Items	Schools having both classroom instruction and practice driving		Schools having practice driving only (Type D)	All schools	
	As a separate subject or meeting minimum time standards (Type A)	Not as a separate subject and not meeting minimum time standards (Type B)		Number	Percent
1	2	3	4	5	6
Total number of accidents of all types since September 1950:					
None	80.5%	76.3%	83.3%	2,915	80.3%
1	13.5	15.3	11.1	492	13.6
2	4.4	5.9	5.6	162	4.5
3	0.9	....	....	31	0.9
4	0.5	....	....	17	0.5
5	0.2	....	....	5	0.1
6	[a]	0.8	....	2	[a]
7 and over	[a]	1.7	....	4	0.1
Total number of accidents reported	992	58	4	1,054	....
Number of schools reporting one or more accidents	682	28	3	713	....
Total number of schools reporting	100.0% 3,492	100.0% 118	100.0% 18	 3,628	100.0% ....
Year accident occurred:					
1952-53	32.2%	24.1%	50.0%	335	31.8%
1951-52	40.3	41.4	50.0	425	40.4
1950-51	27.5	34.5	....	292	27.8
Type of damage:					
Property damage only	97.6	100.0	100.0	1,028	97.7
Personal injury	2.1	....	....	21	2.0
Fatality	0.3	....	....	3	0.3
Person at wheel:					
Teacher	8.9	....	25.0	89	8.5
Pupil	91.1	100.0	75.0	963	91.5
Total number of accidents reported	100.0% 990	100.0% 58	100.0% 4	 1,052	100.0% .....

[a] Less than 0.1 percent.

Total Number of Accidents

Since September 1950—that is, for the past three years—8 in 10 of all the schools offering practice driving had no accidents; 13.6 percent had one accident each; 4.5 percent had two accidents each; and less than 1 percent had more than two accidents each. A tabulation by size of school district shows that among all the schools offering both classroom instruction and practice driving, the largest proportion of schools having no accidents during the last three years was in the rural school districts; the smallest proportion, in the urban school districts 30,000 to 100,000 in population.

Trend in Number of Accidents

Slightly fewer than 3 in 10 of the 1052 accidents reported occurred in 1950-51; 40.4 percent, in 1951-52; and 31.8 percent, in 1952-53. In practically all groups of schools, whether the tabulation is by type of program or by size of school district, a larger proportion of accidents occurred in 1951-52 than in the preceding or succeeding years.

Type of Damage

Almost all the accidents reported by the schools (97.7 percent) resulted in property damage rather than in personal injury or fatality. Twenty-one accidents, or 2.0 percent of all accidents reported by the schools, resulted in personal injury; three accidents resulted in a fatality (see Table 20).

Person at the Wheel

In slightly more than 9 in 10 of the accidents reported by the schools (91.5 percent) a student was at the wheel of the car; in 8.5 percent of the cases a teacher was at the wheel.

Among the schools offering Type A programs, the larger the school district the more likely it was that a student was at the wheel when the accident occurred. Among the schools offering Type B programs, a student was at the wheel in every case of accident.

III. Driver Education for Adults and Out-of-School Youth

For the past several years public schools thruout the country have been providing driver education for adults and out-of-school youth. These courses are usually scheduled at night or after regular day-school hours. Their purposes are (a) to help adults who want to improve their driving and keep abreast of changing traffic laws, and (b) to train school bus drivers, police and fire department drivers, and drivers of commercial vehicles.

Therefore, the NEA Research Division, in making its survey of driver education programs in public high schools, also asked for information on programs for adults and out-of-school youth.

Characteristics of Programs Offered

Out of a total of 9870 replies to this section of the questionnaire, 8960, or 90.8 percent, reported that they did not offer driver education programs for adults and out-of-school youth in 1952-53. The 910 programs which were provided were of three types: 82.5 percent included both classroom instruction and practice driving; 15.6 percent, practice driving only; and 1.9 percent, classroom instruction only.

More than 4 in 10 of all these programs for adults were in schools in urban school districts 2500 to 30,000 in population; a little more than a third were in schools in rural school districts; slightly more than 1 in 10, in schools in urban school districts 30,000 to 100,000 in population; and less than 1 in 10 in urban school districts over 100,000 in population.

On a geographical basis, more than 4 in 10 of the driver education programs for adults were in schools in the Middle Atlantic region; about 3 in 10 in the Middle states; about 1 in 10, in the Far West; and smaller proportions in the other regions.

Table 21 shows the distribution of the programs among the various types by size of school district and by region. Two-thirds or more of the programs in each grouping of school districts and each region consist of both classroom instruction and practice driving.

Of the programs offering both classroom instruction and practice driving, 84.0 percent provided the two phases of the program concurrently; in the other 16.0 percent of these programs, the students completed classroom instruction before starting practice driving. As the school districts decreased in size, it became more likely that classroom instruction preceded practice driving.

Administration of the Programs

More than 9 in 10 of the driver education programs for adults and out-of-school youth are administered directly and solely by the public school or school system. The other 6.9 percent of the programs are administered by the public schools in combination with some other agency. Information as to the identity of the cooperating agency was not obtained.

TABLE 21.—DRIVER EDUCATION PROGRAMS FOR ADULTS AND OUT-OF-SCHOOL YOUTH, 1952-53

Classification of schools reporting	Schools offering both classroom instruction and practice driving	Schools offering classroom instruction only	Schools offering practice driving only	All schools	
				Number	Percent
1	2	3	4	5	6
Size of school district					
Urban:					
Over 100,000	66.7%	16.0%	17.3%	75	100.0%
30,000 to 100,000	76.4	2.8	20.8	106	100.0
2,500 to 30,000	82.0	0.5	17.5	405	100.0
Rural	88.9	....	11.1	324	100.0
Geographic location					
New England	75.0	10.0	15.0	40	100.0
Middle Atlantic	94.3	....	5.7	388	100.0
Southeast	66.7	....	33.3	27	100.0
Middle	70.1	0.3	29.6	284	100.0
Southwest	80.0	6.7	13.3	30	100.0
Northwest	78.4	....	21.6	37	100.0
Far West	81.7	9.6	8.7	104	100.0
Number of schools reporting	751	17	142	910	.....

TABLE 22.—STUDENTS ENROLLED IN DRIVER EDUCATION PROGRAMS FOR ADULTS AND OUT-OF-SCHOOL YOUTH, 1952-53

Number of students enrolled	Schools offering both classroom instruction and practice driving	Schools offering classroom instruction only	Schools offering practice driving only	All schools	
				Number	Percent
1	2	3	4	5	6
No students	20.6%	12.5%	32.8%	196	22.4%
Fewer than 25	50.9	43.7	55.5	451	51.5
25-49	16.7	31.2	7.3	136	15.5
50-74	5.0	6.3	2.2	40	4.6
75-99	2.9	6.3	0.7	23	2.6
100 or more	3.9	....	1.5	30	3.4
	100.0%	100.0%	100.0%	....	100.0%
Number of schools reporting	723	16	137	876	....
Number of adults and out-of-school youth enrolled	19,149	406	1,612	21,167	....
Average number of adults and out-of-school youth per school	26.5	25.4	11.8	24.2	....

TABLE 23.—NUMBER OF WEEKS REQUIRED FOR ONE GROUP OF STUDENTS TO COMPLETE DRIVER EDUCATION PROGRAMS FOR ADULTS AND OUT-OF-SCHOOL YOUTH, 1952-53

Length of course	Schools offering both classroom instruction and practice driving	Schools offering classroom instruction only	Schools offering practice driving only	All schools	
				Number	Percent
1	2	3	4	5	6
Fewer than 4 weeks	3.8%	5.9%	18.5%	50	5.9%
4 or 5 weeks	6.8	11.7	15.1	69	8.1
6 or 7 weeks	10.3	41.2	17.6	102	11.9
8 or 9 weeks	20.3	....	10.1	158	18.5
10 or 11 weeks	25.0	29.4	18.5	206	24.1
12 or 13 weeks	11.8	....	12.6	100	11.7
14 or 15 weeks	6.6	....	3.4	51	6.0
16 or 17 weeks	1.5	....	1.7	13	1.5
18 or 19 weeks	8.6	5.9	2.5	66	7.7
20 or more weeks	5.3	5.9	....	39	4.6
	100.0%	100.0%	100.0%	....	100.0%
Number of schools reporting	718	17	119	854	....
Median number of weeks[a]	10.4	6.9	7.3	....	....

[a] Median is based on a more refined distribution than is shown here.

More than 9 in 10 of the schools offering a complete program and the same proportion of the schools offering only classroom instruction are administered directly and solely by the public schools. But among the schools offering only practice driving, slightly more than 8 in 10 of the schools administered their programs; in the rural school districts this proportion fell to about 7 in 10.

Student Enrolment

A total of 21,167 adults and out-of-school youth were enrolled in driver education programs sponsored by the public schools in 1952-53. About half the schools had fewer than 25 students enrolled; 15.5 percent had 25 to 49 students enrolled; about 1 in 10 schools had 50 or more students enrolled.

About 9 in 10 of all the adults enrolled had a complete program; almost 8 percent had practice driving only; and almost 2 percent, classroom instruction only.

The average number of adults and out-of-school youth enrolled per school was about 12 in those providing practice driving only, about 25 in those providing only classroom instruction, and about 27 in those providing a complete program. Details on enrolment are shown in Table 22.

Amount of Instruction

There are variations among the schools in the number of weeks the courses run and in the total number of clock hours per course.

Length of course in weeks—On the average, the longest courses in number of weeks are those comprising both classroom instruction and practice driving—the median number of weeks being 10.4. Schools offering only practice driving provide a median of 7.3 weeks, and schools offering only classroom instruction provide a median of 6.9 weeks. About 1 school in 4 offers a course of 10 or 11 weeks; about 1 in 10 offers 12 or 13 weeks; and smaller proportions, courses of 14 or more weeks.

On the basis of size of school district there were some differences. Among the schools offering a complete program, the course, on the average, in schools in school districts 30,000 to 100,000 in population is slightly shorter than in the rest of the schools offering the same kind of program. Among the schools offering only practice driving, the longest courses, on the average, are given by the schools in urban school districts over 100,000 in population; the next longest courses, on the average, by the schools in rural school districts. Details on length of course in weeks are shown in Table 23.

Length of course in clock hours—Table 24 shows the length of course in clock hours for classroom instruction and for practice driving separately. On the average, the schools that offer only classroom instruction provide 20 clock hours of work, and the schools that offer a complete program provide 10 clock hours of classroom instruction and 10 clock hours of practice driving.

For high-school students the National Conference on High-School Driver Education has set 30 clock hours of classroom instruction as the minimum standard for the course. On this basis, 35.3 percent of the schools offering only classroom instruction gave at least the minimum set as the standard by the National Conference for high-school students; and only 10.2 percent of the schools offering a complete program gave at least the minimum standard.

On the average, the schools that offer only driving instruction provide eight clock hours of work, but the schools that offer a complete program provide 10 clock hours of practice driving. For high-school students the National Conference on High-School Driver Education

TABLE 24.—CLOCK HOURS OF INSTRUCTION RECEIVED BY TYPICAL STUDENT IN DRIVER EDUCATION PROGRAMS FOR ADULTS AND OUT-OF-SCHOOL YOUTH, 1952-53

Type of instruction and clock hours per typical student	Schools offering both classroom instruction and practice driving	Schools offering classroom instruction only	Schools offering practice driving only	All schools	
				Number	Percent
1	2	3	4	5	6
In classroom instruction					
Fewer than 5 hours	11.9%	5.9%	....	87	11.8%
5 hours	19.9	5.9	....	144	19.5
10 hours	31.4	5.9	....	227	30.8
15 hours	10.7	5.9	....	78	10.6
20 hours	13.5	35.2	....	103	14.0
25 hours	2.4	5.9	....	18	2.4
30 hours	4.4	23.5	....	36	4.9
35 hours	2.6	5.9	....	20	2.7
40 hours	1.1	....	....	8	1.1
45 hours	0.8	5.9	....	7	1.0
50 hours and over	1.3	....	....	9	1.2
	100.0%	100.0%	....	....	100.0%
Number of schools reporting	720	17	....	737	....
Median number of clock hours	10	20	....	....	10
In practice driving					
Fewer than 4 hours	3.6%	....	3.5%	31	3.6%
4 hours	21.3	....	14.8	174	20.2
6 hours	11.6	....	15.5	105	12.2
8 hours	13.4	....	18.3	122	14.2
10 hours	11.6	....	21.9	114	13.3
12 hours	5.0	....	12.0	53	6.2
14 hours	3.2	....	5.6	31	3.6
16 hours	3.7	....	2.8	31	3.6
18 hours	10.6	....	2.1	79	9.2
20 hours and over	14.9	....	3.5	112	13.0
Varies	1.1	....	....	8	0.9
	100.0%	....	100.0%	....	100.0%
Number of schools reporting	718	....	142	860	....
Median number of clock hours	10	....	8	....	10

has set six clock hours of practice driving as the minimum standard. On this basis, 74.0 percent of the schools offering a complete program provide at least the minimum standard, and 81.7 percent of the schools offering only practice driving do so.

On the basis of size of school district there were some differences in the amount of practice driving given. Among the schools offering only practice driving, as the urban school district decreases in size the proportion of schools giving the minimum standard of six hours increases, being largest in the rural school districts—the range was from 61.1 percent to 91.6 percent. Among the schools offering a complete program, the smallest proportion providing a minimum of six hours of practice driving is in the urban school districts 30,000 to 100,000 in population. The largest proportion is in the rural school districts—79.0 percent.

Sources of Instructional Material

Many different agencies, both public and private, produce various kinds of materials for the teachers of driver education and for the students.

Sources of outlines and curriculum guides—Nearly 9 in 10 of the schools reporting use outlines or curriculum guides for teachers. More than half the schools—56.0 percent—developed theirs locally; more than a third—35.7 percent—obtained them from the state department of education; about one-fourth—25.8 percent—obtained them from automobile clubs. Many schools got their outlines and curriculum guides from more than one source.

Larger proportions of the schools that offer a complete program and of those that offer classroom instruction only use outlines and curriculum guides—about 9 in 10—than of the schools which offer only practice driving—7 in 10. The largest proportion of schools that developed theirs locally was among the schools that offer only classroom instruction—more than 7 in 10; on the other hand, fewer than 6 in 10 of the schools that offer a complete program and fewer than 5 in 10 of the schools that offer only practice driving did so.

The larger the school system the more likely it is that the school developed its outlines and curriculum guides locally; the less likely it is that the school got them from the state department of education, from the state motor vehicle department, from the police or state public safety department, or from safety councils. The smaller the school district the more likely it is that the school got them from another school system.

Textbooks and workbooks—Slightly more than 6 in 10 of the schools reporting—62.8 percent—use textbooks or workbooks for students; the largest proportion that does so is among those schools that offer a complete program—68.5 percent. Fewer than 4 in 10 of the schools that offer only practice driving and about 3 in 10 of the schools that offer only classroom instruction use textbooks or workbooks. There is little variation among the schools offering only practice driving on the basis of size of school district; but among the schools that offer a complete program, the largest and the smallest urban school districts are more likely to use textbooks or workbooks than are the schools in the middle size school districts.

Teaching Personnel

Information about the teachers of driver education programs for adults and out-of-school youth covers total numbers, number per school, certification, and employment in the regular high-school programs.

Number of Teachers

The schools offering driver education programs for adults and out-of-school youth employ a total of 1498 teachers. Two-thirds of the schools employ one teacher each; 2 in 10 employ two teachers each; 2.8 percent, five or more teachers.

The largest proportion of schools which employ only one teacher each is among the schools offering only classroom instruction—81.3 percent. Three-fourths of the schools offering only practice driving and 64.8 percent of the schools offering a complete program also employ one teacher each.

As one would expect, the larger the urban school district the more likely it is that the school offering a complete program employs more than one teacher—the schools in districts over 100,000 in population employ 4.7 teachers each on the average. Among the schools offering only classroom instruction, the schools in the largest urban school districts employ more teachers on the average than do

the others. Among the schools offering only practice driving, those in urban school districts 30,000 to 100,000 in population employ more teachers than do the others—2.5 teachers each on the average. Details on numbers of teachers are shown in Table 25.

Teachers Employed in Regular High-School Programs

Between 8 and 9 in 10 teachers of driver education programs for adults and out-of-school youth are also employed full time in regular high-school programs: 85.2 percent of the schools offering a complete program, 66.7 percent of the schools offering only classroom instruction, and 91.5 percent of the schools offering only practice driving. Among the schools offering a complete program, the smaller the urban school district the more likely it is that the school employs teachers of the regular day high-school program as teachers in the adult program. Among the schools offering only classroom instruction, the larger the urban school district the more likely it is that the school employs these teachers.

Some details on the numbers of teachers employed full time in regular high-school programs who are also employed in programs for adults and out-of-school youth are shown in Table 26.

Certification of Teachers

The great majority (95 percent) of teachers of driver education programs for adults and out-of-school youth were duly certified as driver education teachers by the state certification agency. The proportion varied from 94.5 percent of the teachers in complete programs to 98.9 percent of the teachers in schools offering only practice driving.

Among the schools offering a complete program, the smaller the school district the more likely it is that the teachers had been duly certified as driver education teachers; the variation is from 88.6 percent of the teachers in schools in school districts over 100,000 in population to 97.3 percent of the teachers in schools in rural school districts.

Weekly Teaching Load

More teachers of driver education programs for adults and out-of-school youth work five to nine hours a week than work either longer or shorter hours—44.2 percent; about one-fourth work fewer than five hours; nearly 2

TABLE 25.—NUMBER OF TEACHERS OF DRIVER EDUCATION IN PROGRAMS FOR ADULTS AND OUT-OF-SCHOOL YOUTH, 1952-53

Items	Schools offering both classroom instruction and practice driving	Schools offering classroom instruction only	Schools offering practice driving only	All schools	
				Number	Percent
1	2	3	4	5	6
Schools employing the following numbers of driver education teachers:					
1 teacher	64.8%	81.3%	75.4%	592	66.7%
2 teachers	21.5	12.5	13.4	179	20.2
3 teachers	6.2	6.2	6.7	56	6.3
4 teachers	4.2	....	3.7	36	4.0
5 or more teachers	3.3	....	0.8	25	2.8
	100.0%	100.0%	100.0%	....	100.0%
Number of schools reporting	738	16	134	888	....
Number of driver education teachers reported	1,285	20	193	1,498	....

TABLE 26.—NUMBER OF TEACHERS OF DRIVER EDUCATION IN PROGRAMS FOR ADULTS AND OUT-OF-SCHOOL YOUTH, EMPLOYED IN REGULAR HIGH-SCHOOL PROGRAMS, 1952-53

Items	Schools offering both classroom instruction and practice driving	Schools offering classroom instruction only	Schools offering practice driving only	All schools	
				Number	Percent
1	2	3	4	5	6
Number of teachers employed full time in regular high-school programs	85.2%	66.7%	91.5%	1,245	85.8%
Number of teachers reported	1,244	18	189	1,451	....

TABLE 27.—HOURS PER WEEK TEACHERS DEVOTE TO DRIVER EDUCATION FOR ADULTS AND OUT-OF-SCHOOL YOUTH, 1952-53

Items	Schools offering both classroom instruction and practice driving	Schools offering classroom instruction only	Schools offering practice driving only	All schools	
				Number	Percent
1	2	3	4	5	6
Number of hours reported for driver education teachers:					
Fewer than 5 hours	22.1%	73.7%	37.2%	361	24.8%
5 to 9 hours	46.1	21.0	33.5	644	44.2
10 to 14 hours	19.5	5.3	11.2	266	18.2
15 to 19 hours	4.9	....	2.1	65	4.4
20 to 24 hours	2.6	....	4.8	41	2.8
25 to 29 hours	1.4	....	3.2	23	1.6
30 or more hours	3.4	....	8.0	58	4.0
	100.0%	100.0%	100.0%	....	100.0%
Number of teachers reported	1,251	19	188	1,458	....
Median weekly hours per teacher	8.0	Fewer than 5	6.9	....	....

TABLE 28.—HOURLY RATE OF PAY FOR TEACHERS OF DRIVER EDUCATION IN PROGRAMS FOR ADULTS AND OUT-OF-SCHOOL YOUTH, 1952-53

Items	Schools offering both classroom instruction and practice driving	Schools offering classroom instruction only	Schools offering practice driving only	All schools	
				Number	Percent
1	2	3	4	5	6
Hourly rate of pay:					
Less than $1.00	0.8%	....	....	5	0.6%
$1.00 to 1.49	2.7	....	5.3%	24	3.0
1.50 to 1.99	2.7	....	8.0	27	3.4
2.00 to 2.49	10.4	7.7%	15.1	88	11.1
2.50 to 2.99	31.1	....	33.6	247	31.0
3.00 to 3.49	31.7	38.5	30.1	252	31.6
3.50 to 3.99	12.8	7.7	3.5	91	11.4
4.00 to 4.49	5.5	....	3.5	41	5.1
4.50 to 4.99	0.8	7.7	....	6	0.8
5.00 and over	1.5	38.5	0.9	16	2.0
	100.0%	100.1%	100.0%	....	100.0%
Number of schools reporting	671	13	113	797	....
Median hourly rate	$3.04	$3.75	$2.82	....	....

in 10 work 10 to 14 hours; and smaller proportions work longer hours per week. These proportions are about the same also for teachers in schools offering complete programs. Among the schools offering only classroom instruction, nearly three-fourths—73.7 percent—work fewer than five hours a week and about one-fifth work five to nine hours a week. Among the schools offering only practice driving, nearly 4 in 10 of the teachers work fewer than five hours a week and one-third work five to nine hours a week (see Table 27). The median hours of work per week are 8.0 for teachers in schools offering a complete program, 6.9 for teachers in schools offering only practice driving, and fewer than five for teachers in schools offering only classroom instruction.

Among the schools offering a complete program, the larger the urban school district the more likely it is that the teachers work fewer than nine hours per week.

A comparison of Tables 25 and 27 shows that schools offering a complete program have more teachers of driver education for adults and out-of-school youth and that they work longer hours on the average than do the schools offering only classroom instruction or only practice driving.

Hourly Rates of Pay

Hourly rates of pay for teachers of driver education in programs for adults and out-of-school youth range from less than $1 to over $5. Nearly two-thirds of the teachers are paid from $2.50 to $3.50 per hour. On the average, teachers in schools offering complete programs are paid $3.04 per hour; those in schools offering only classroom instruction, $3.75; those in schools offering only practice driving, $2.82. For details see Table 28.

Equipment and Costs

In addition to cars for practice driving, programs of driver education may use with value such equipment as motion picture projectors and driver testing devices.

Types of Equipment Regularly Used

Table 29 shows that, altho some schools have the various kinds of equipment, they reported that they do not use it regularly. About 6 in 10 reported that they regularly use their 16 mm motion picture projectors; and about 4 in 10, their psychophysical driver testing devices. A comparison of the use made of these types of equipment by the schools offering the three kinds of programs shows that 82.4 percent of the schools offering only classroom instruction use their 16 mm motion picture projectors and 71.1 percent of the schools offering a complete program also do, but only 9.2 percent of the schools offering only practice driving do. The 35 mm filmstrip projectors were reported as being used regularly by 35.6 percent of the schools offering a complete program and by 29.4 percent of the schools offering only classroom instruction, but by only 4.9 percent of the schools offering only practice driving. These and other details are shown in Table 29.

There are some differences in the regular use of the various types of equipment on the basis of size of school district; for example, among the schools offering a complete program, the regular use of psychophysical driver testing devices and of dummy or practice cars in a laboratory increases with increase in the size of the school district, but the use of 16 mm motion picture projectors increases with decrease in the size of the school district. Among the schools offering only practice driving, regular use of 35 mm filmstrip projectors and psychophysical driver testing devices increases with increase in size of school district.

Cost of Driver Education Programs

A little more than half the schools reported the average cost per student for the entire course and a little less than half the schools reported the average cost per clock hour.

Cost per student for entire course—According to reports, it cost nearly $18 per student for the entire course, on the average. In schools offering only practice driving it cost about $19; in schools offering a complete program, about $18; but in schools offering only classroom instruction, about $7.

Among schools offering a complete program, the cost per student for the entire course was greatest in schools in urban school districts over 100,000 in population. Among schools offering only practice driving, the cost per student increased as the size of the school district decreased.

Cost per clock hour—According to reports, it cost $1.46 per clock hour, on the average. In schools offering only practice driving, it cost $2.27 per clock hour; in schools offering a complete program, $1.31 per clock hour; and in schools offering only classroom instruction, 22 cents. In general, as the size of the school district decreased the cost per clock hour also decreased, being lowest in rural school districts.

These costs are greater than the costs per clock hour for high-school students: $1.04 on the average, for all schools; 87-97 cents for schools offering Type A and Type B programs; 50 cents for schools offering Type C programs; and $1.04 for schools offering Type D programs.

TABLE 29.—TYPES OF EQUIPMENT USED REGULARLY IN DRIVER EDUCATION PROGRAMS FOR ADULTS AND OUT-OF-SCHOOL YOUTH, 1952-53

Equipment used regularly	Schools offering both classroom instruction and practice driving	Schools offering classroom instruction only	Schools offering practice driving only	All schools	
				Number	Percent
1	2	3	4	5	6
16 mm motion picture projector	71.1%	82.4%	9.2%	561	61.6%
35 mm filmstrip projector	35.6	29.4	4.9	279	30.7
Psychophysical driver testing devices	44.6	52.9	8.5	356	39.1
Dummy or practice car in a laboratory	8.0	5.9	2.1	64	7.0
Automobile for practice driving instruction	87.5	....	71.8	759	83.4
Others*	4.0	....	1.4	32	3.5
Number of schools reporting	751	17	142	910	....

* Includes detonators, tape and jerk recorders, parking area stakes and markers, stanchions and rubber cones, opaque projectors, and traffic boards.

The Financing of Driver Education

The cost of the driver education program for adults and out-of-school youth may be paid out of the regular school budget, out of special funds of various kinds, or in whole or in part by student fees.

Agency financing the program—Nearly 4 in 10 of the schools reporting finance the program thru student fees only—37.2 percent. The second most frequently used method of financing is the regular school budget only (30.3 percent), and third is a combination of the regular school budget and student fees (24.7 percent). Proportions of 2 percent or less finance their programs thru such methods as a combination of vocational education funds and student fees, or a combination of regular school budget, special funds, and student fees.

Among the schools offering a complete program, more schools depend upon the regular school budget only than on any other method of financing—32.7 percent. Among the schools offering only classroom instruction, 87.5 percent depend on the regular school budget only. Among the schools offering only practice driving, 68.2 percent depend on student fees only, to finance the program. For details see Table 30.

Student fees—Of the 886 schools reporting how their driver education programs for adults and out-of-school youth are financed, 65.9 percent charge student fees to pay or to help pay for the costs. On the average, the schools charge $12.95 per student. The average charge per student for a complete program was $11.99; for practice driving only, $16.82; but only $2.50 for classroom instruction only.

On the average, student fees tend to be larger in the larger school districts and smallest in rural school districts, among the schools offering a complete program.

Demand for Driver Education Programs

Four in 10 public-school systems are not able to accommodate in their driver education programs all who apply for enrolment: 42.7 percent of the schools offering a complete program and 41.4 percent of the programs offering only practice driving. The schools offering only classroom instruction reported that they are able to accommodate all applicants. The proportions of schools which cannot take all applicants increase with the size of the school district. In the largest urban school districts 8 in 10 of the schools offering a complete program and 61.5 percent of the schools offering only practice driving cannot take all applicants.

The schools reporting that they cannot keep up with the demand for driver education programs for adults and out-of-school youth have waiting lists totaling 9797 names; about 9 in 10 names are on lists for a complete program. The average number of names per school is about 37 for the schools offering a

TABLE 30.—FINANCING OF DRIVER EDUCATION PROGRAMS FOR ADULTS AND OUT-OF-SCHOOL YOUTH, 1952-53

Source of funds	Schools offering both classroom instruction and practice driving	Schools offering classroom instruction only	Schools offering practice driving only	All schools	
				Number	Percent
1	2	3	4	5	6
Student fees only	32.2%	....	68.2%	329	37.2%
Regular school budget only	32.7	87.5%	10.4	268	30.3
Regular school budget and student fees	27.2	6.3	13.4	219	24.7
Vocational education funds and student fees	2.0	....	2.2	18	2.1
Vocational education funds only	1.8	6.3	1.5	16	1.8
Regular school budget and vocational education funds	1.1	....	0.7	9	1.0
Regular school budget, vocational education funds, and student fees	1.0	....	0.7	8	0.9
Special funds and student fees	0.7	....	1.5	7	0.8
Special funds only	0.4	....	....	3	0.3
Regular school budget and special funds	0.3	....	....	2	0.2
Special funds and vocational education funds	0.1	....	0.7	2	0.2
Regular school budget, special funds, and student fees	0.1	....	....	1	0.1
Special funds, vocational education funds, and student fees	....	....	0.7	1	0.1
Other source	0.4	....	....	3	0.3
Number of schools reporting	100.0% 735	100.0% 16	100.0% 135	 886	100.0% ....

complete program and about 25 for the schools offering only practice driving.

As one might expect, the longest waiting lists are in schools in the largest school districts, and decrease in length with decrease in the size of the school district. The schools offering a complete program of driver education in urban school districts over 100,000 in population reported about 82 names each, on the average. The schools offering only practice driving in urban school districts over 100,000 in population reported 53 names each, on the average. Some details are shown in Table 31.

Special Training for Adult Groups

The public schools provide driver education or some type of traffic safety instruction for many special kinds of adult groups: 14.9 percent, for inservice school bus drivers; 5.2 percent, for preservice school bus drivers; 3.2 percent, for traffic law violators referred by the courts. Less than 1 percent provide programs for drivers of police, fire department, or other government agency vehicles; preservice commercial vehicle drivers; and inservice commercial vehicle drivers.

The schools offering a complete program and the schools offering only practice driving serve inservice school bus drivers as their largest special group—16.4 percent and 8.6 percent, respectively, of the schools reporting. More than a third of the schools offering only classroom instruction provide programs for traffic law violators referred by the courts. Details are shown in Table 32.

TABLE 31.—EXTENT TO WHICH DRIVER EDUCATION PROGRAMS ARE ABLE TO ACCOMMODATE ALL APPLICANTS AND NUMBER ON WAITING LIST, 1952-53

Items	Schools offering both classroom instruction and practice driving	Schools offering classroom instruction only	Schools offering practice driving only	All schools	
				Number	Percent
1	2	3	4	5	6
Program able to accommodate all applicants	57.3%	100.0%	58.6%	523	58.3%
Program not able to accommodate all applicants	42.7	....	41.4	374	41.7
	100.0%	100.0%	100.0%	....	100.0%
Number of schools reporting	740	17	140	897	....
Number of names on waiting list	8,806	....	991	9,797	....
Number of schools reporting	239	....	40	279	....
Average number of names on waiting list per school	36.8	....	24.8	35.1	....

TABLE 32.—ADULT GROUPS FOR WHICH ANY TYPE OF TRAFFIC SAFETY INSTRUCTION OR DRIVER EDUCATION IS PROVIDED BY PUBLIC-SCHOOL SYSTEMS, 1952-53

Adult groups[a]	Schools offering both classroom instruction and practice driving	Schools offering classroom instruction only	Schools offering practice driving only	All schools	
				Number	Percent
1	2	3	4	5	6
Inservice school bus drivers	16.4%	....	8.6%	135	14.9%
Preservice school bus drivers	5.6	....	3.6	47	5.2
Traffic law violators referred by the courts	2.8	35.3%	1.4	29	3.2
Drivers of police, fire department, or other government agency vehicles	0.5	5.9	0.7	6	0.7
Preservice commercial vehicle drivers	0.3	5.9	....	3	0.3
Inservice commercial vehicle drivers	0.3	5.9	....	3	0.3
Other groups[a]	0.1	....	....	1	0.1
Schools reporting one or more special groups	19.7	41.2	12.1	172	18.9
Number of schools reporting	751	17	140	908	....

[a] Include applicants for driver's license and renewal, and persons learning to teach driver education and traffic safety.

IV. Driver Education as a Concern of State Agencies

As a high-school course, driver education may be regulated in various ways by state departments of education. The students who take the course and apply for driver's licenses usually have to meet certain requirements set up by the state motor vehicle department or its equivalent.

State Departments of Education

In the spring of 1953 the NEA Research Division sent questionnaires on general responsibility for driver education, statewide enrolments, and laws and rulings on various phases of the program to the chief state school officer in each of the 48 states, the District of Columbia, and the outlying areas. Replies were received from all the states, the District of Columbia, Hawaii, and Puerto Rico. The reports from two states indicated that the responsibility for driver education rests elsewhere than in the state department of education. The reply from Arizona was submitted by the Arizona Highway Department and that from Nevada by the Public Service Commission of Nevada.

Staff Responsibilities

Replies from 45 states, the District of Columbia, Hawaii, and Puerto Rico gave the name and title of one or more persons in the state education department having *general responsibility* for safety education in the public schools. New York reported that no one person has general responsibility for safety education, but that it is divided among various divisions of the State Education Department and the Intra-Departmental Safety Committee which includes the directors of physical education and trade vocational education, a supervisor of secondary education who is in charge of driver education, and the persons in charge of school bus transportation.

Thirty-five replies indicated that the person having general responsibility for safety education also has responsibility for driver education programs. Two replies were checked "no" and 13 respondents did not answer the question.

Table 33 shows the number and types of persons reported as having general responsibility for safety education classified according to the titles of their positions, as follows: two, administration or finance; 17, general supervision; 19, supervision of health and physical education (sometimes including recreation and safety); eight, supervision of safety education and/or driver education; three, school transportation; one, miscellaneous; and two, non-school personnel. Table 33 also shows whether these persons are responsible for driver education programs.

Twenty-five replies listed names and titles of 43 other persons at the professional level in the state education departments who also work on driver education programs. These are shown in Table 34.

Extent of Driver Education Programs

Respondents were asked to report state totals on the number of high schools offering driver education in 1952-53, the number of students enrolled, and the number of cars used.

Number of schools offering programs—Nearly 7000 high schools were reported as offering a complete driver education program—both classroom instruction and practice driving. In addition, more than 3000 high schools were reported as offering only classroom instruction. Also, according to these reports, the number of high schools offering some kind of driver education program increased from 8390 in 1951-52 to 10,095 in 1952-53. Details for the states are shown in Table 35.

Student enrolment—Nearly 400,000 students were reported as enrolled in the programs consisting of both classroom instruction and practice driving. The reported enrolment in the programs of only classroom instruction totaled nearly 450,000. Reports also showed that total enrolments increased from 704,700 in 1951-52 to 835,607 in 1952-53. Details by state are shown in Table 35. Figures given in Part II of the present bulletin were for students *completing* courses, not number *enrolled*.

Number of Cars Used

Reports indicated that 6800 cars were being used in the complete driver education programs. Individual figures for the states are shown in Table 35.

State Laws and Rulings

A variety of legal conditions among the states relate to safety and driver education.

TABLE 33.—STATE LEVEL PERSONNEL REPORTED AS GENERALLY RESPONSIBLE FOR SAFETY EDUCATION AND DRIVER EDUCATION, CLASSIFIED BY TITLES OF THEIR POSITIONS

(Each "X" represents one person)

State	Administration or finance	General supervision	Supervision of health and physical education (sometimes including recreation and safety)	Supervision of safety and/or driver education	School transportation	Miscellaneous	Nonschool personnel	Responsible for driver education programs
1	2	3	4	5	6	7	8	9
Alabama	....	....	....	....	....	X	....	....
Arizona	....	....	....	....	....	....	X	Yes
Arkansas	....	....	....	....	X	....	....	Yes
California	....	X	....	....	....	....	....	Yes
Colorado	....	X	....	....	....	....	....	Yes
Connecticut	....	....	X	....	....	....	....	No
Delaware	....	....	X	....	....	....	....	Yes
District of Columbia	....	....	XX	....	....	....	....	Yes
Florida	....	....	X	....	....	....	....	....
Georgia	....	....	....	X	....	....	....	Yes
Idaho	....	....	X	....	....	....	....	Yes
Illinois	....	....	X	....	....	....	....	Yes
Indiana	....	....	....	X	....	....	....	....
Iowa	....	X	....	....	....	....	....	Yes
Kansas	....	X	....	....	....	....	....	....
Kentucky	....	....	X	....	....	....	....	Yes
Louisiana	....	....	....	X	....	....	....	Yes
Maine	....	....	X	....	....	....	....	Yes
Maryland	....	....	X	....	....	....	....	Yes
Massachusetts	....	....	....	X	....	....	....	Yes
Michigan	X	....	....	....	....	....	....	Yes
Minnesota	....	....	X	....	....	....	....	Yes
Mississippi	....	....	....	....	X	....	....	No
Missouri	....	X	....	....	....	....	....	Yes
Montana	X	....	....	....	....	....	....	Yes
Nebraska	....	X	....	....	....	....	....	....
Nevada	....	....	....	....	....	....	X	Yes
New Hampshire	....	X	....	....	....	....	....	Yes
New Jersey	....	....	X	....	....	....	....	Yes
New Mexico	....	....	....	X	....	....	....	Yes
New York[a]	....	....	....	....	....	....	....	[a]
North Carolina	....	....	....	X	....	....	....	....
North Dakota	....	X	....	....	....	....	....	Yes
Ohio	....	....	X	....	....	....	....	Yes
Oklahoma	....	....	X	....	....	....	....	Yes
Oregon	....	....	X	....	....	....	....	....
Pennsylvania	....	X	....	....	....	....	....	....
Rhode Island	....	....	....	X	....	....	....	Yes
South Carolina	....	X	....	....	....	....	....	....
South Dakota	....	X	....	....	....	....	....	Yes
Tennessee	....	....	....	....	X	....	....	Yes
Texas	....	....	....	X	....	....	....	....
Utah	....	....	X	....	....	....	....	Yes
Vermont	....	....	X	....	....	....	....	....
Virginia	....	....	X	....	....	....	....	Yes
Washington	....	XX	....	....	....	....	....	....
West Virginia	....	X	....	....	....	....	....	....
Wisconsin	....	....	X	....	....	....	....	Yes[b]
Wyoming	....	X	....	....	....	....	....	Yes
Hawaii	....	X	....	....	....	....	....	Yes
Puerto Rico	....	X	....	....	....	....	....	Yes
Total number of persons	2	17	19	8	3	1	2	....

[a] General responsibility is held by an intra-departmental committee. A supervisor of secondary education is responsible for driver education.

[b] Responsibility is shared with State Motor Vehicle Department by verbal agreement.

TABLE 34.—ADDITIONAL STATE LEVEL PROFESSIONAL PERSONNEL REPORTED AS WORKING ON DRIVER EDUCATION, CLASSIFIED BY TITLES OF THEIR POSITIONS

(Each "X" represents one person)

State	Administration or finance	General supervision	Supervision of health and physical education (sometimes including recreation and safety)	Supervision of safety and/or driver education	School transportation	Miscellaneous	Nonschool personnel
1	2	3	4	5	6	7	8
Alabama	X	....	.....	....	....	X	....
California	X	....	.....	....	....	....	....
Connecticut	....	....	.....	X	....	....	....
Delaware	....	....	.....	X	....	....	....
Illinois	....	....	XX	....	....	....	....
Iowa	....	X	.....	....	....	....	....
Kentucky	....	X	.....	....	X	....	....
Maryland	....	XX	.....	....	....	....	....
Massachusetts	....	X	.....	....	....	....	X
Michigan	X	X	.....	....	....	....	....
Minnesota	....	....	X	....	....	....	....
Mississippi	....	XX	.....	....	....	....	....
New Jersey	....	X	X	....	....	....	....
New Mexico	....	....	.....	....	XX	....	....
New York	....	XX	.....	....	....	....	....
Ohio	....	....	X	....	....	....	....
Oklahoma	....	....	.....	....	XX	....	....
Oregon	....	....	.....	....	X	....	....
Pennsylvania	....	....	.....	XX	....	....	....
South Carolina	....	X	.....	....	....	....	....
Tennessee	....	X	X	....	....	....	....
Vermont	X	....	.....	....	....	....	....
Virginia	....	....	XXXX	....	....	....	....
Washington	....	XX	X	....	X	....	....
Wyoming	X	....	.....	....	....	....	....
Total number of persons	5	15	11	4	7	1	1

TABLE 35.—HIGH-SCHOOL DRIVER EDUCATION PROGRAMS, ENROLMENTS, AND NUMBER OF CARS USED, 1952-53

State	Complete driver education programs			Classroom instruction only	
	Number of schools reported	Number of students enrolled	Number of cars used	Number of schools reported	Number of students enrolled
1	2	3	4	5	6
Alabama	42	1,447	38*	13	1,486
Arizona	37	2,962	40*	8	3,021
Arkansas	17	662*	17	.....	.....
California	199	22,925	34	511	97,136
Colorado	55	5,796	54	5	3,419
Connecticut	60*	4,084	68*	23	3,114
Delaware	34	1,950*	13	0	0
District of Columbia	15	968	9	0	35[a]
Florida	66	5,350	64*	16	1,606
Georgia	187	6,000*	187	20*	600*
Idaho	33*	1,716[b]*	35*	0	0
Illinois	207	12,150	243	246	94,903
Indiana[c]	430*	18,500*	375*	752	30,000*
Iowa	206	8,500*	206	50*	2,000*
Kansas	195	8,063	207	20	746
Kentucky	92	3,200	60*	25*	500
Louisiana	70*	5,000*	61	11*	3,000*
Maine	55	2,600*	55	0	0
Maryland	72	4,186	65	2	361
Massachusetts	179	8,500*	152	85	31,500*

TABLE 35.—HIGH-SCHOOL DRIVER EDUCATION PROGRAMS, ENROLMENTS, AND NUMBER OF CARS USED, 1952-53 (Continued)

State	Complete driver education programs			Classroom instruction only	
	Number of schools reported	Number of students enrolled	Number of cars used	Number of schools reported	Number of students enrolled
1	2	3	4	5	6
Michigan	360*	24,000*	390*	30*	6,000*
Minnesota	239	11,352	250	89	23,259
Mississippi	42	1,100	42	1	584
Missouri	224	10,692	244	10	806
Montana	50	2,400	50	80*	3,000
Nebraska	104	1,063	109*	38	3,527
Nevada	18	2,748	15	2	92
New Hampshire	49[d]	1,600	49	3[a]	75
New Jersey	76[f]*	7,100*	80*	120*	17,300*
New Mexico	56	5,800*	64	5	400*
New York	573	46,000	700	77	43,000
North Carolina	160*	9,030	110	250*	13,310
North Dakota	45	1,500*	45	295	5,780
Ohio	489	26,927	481	18	4,869
Oklahoma	500*	23,376	640*	0	.....
Oregon	71	5,347	74	21	4,958
Pennsylvania	365*	20,130*	385	40*	10,000*
Rhode Island	22	2,000*	22*	2	50*
South Carolina	56*	2,200*	56*	10*	1,950*
South Dakota	40*	2,200*	40*	20*	800*
Tennessee	75*	6,000*	75*	0	0
Texas	568	23,078	408	156	7,370
Utah	27	3,030	24	5	2,782
Vermont	31	1,375	30	1	18
Virginia	70*	4,000*	75*	160*	16,200*
Washington	121	8,100*	125	11	1,500*
West Virginia	136	5,140	126	10	850
Wisconsin	70*	2,500*	75*	365	26,084
Wyoming	25	1,004	25	6	225
Hawaii	3*	200*	3*	0*	[e]
Puerto Rico	5	340	5	.....	.....
Total	6,921	385,891	6,800	3,182	449,716

* Estimated.

[a] One school in which the 35 students received classroom instruction also had students taking both classroom instruction and practice driving.

[b] This figure represents 816 students for the first semester, and an estimated 900 students for the second semester.

[c] It is assumed that the figure in column 5 represents the total number of high schools in Indiana and includes the estimated 430 schools reported in column 2. The total for column 5, therefore, excludes the 430 schools shown in column 2. Also, the total for column 6 excludes the 18,500 students shown in column 3.

[d] Five of this number are parochial schools.

[e] Parochial schools.

[f] Specified as public schools.

[g] Not a specific program as yet.

Table 36 shows the state reports regarding the presence or absence of laws and rulings on seven specific aspects of safety and driver education.

According to 50 reports, 15 states have a law, eight states have a ruling, and one state has both a law and a ruling *requiring that schools teach general safety education.* In Hawaii it is general policy. In 25 states there is neither a law nor a ruling on this matter.

Students *must take driver education* in order to graduate from high school in three states (two by law and one by ruling), according to the replies. Forty-seven reports indicated neither a law nor a ruling on this item.

Replies from 46 states showed that teachers of driver education *must meet certain specific requirements.* Of these, 40 have established these requirements by a ruling, three have done so by a law, and three by both a law and a ruling. Two reports indicated neither a law nor a ruling on this matter. The report from Massachusetts indicated that teachers must have taken a special course, and in Hawaii it is a matter of general policy.

TABLE 36.—STATE LAWS AND STATE EDUCATION DEPARTMENT RULINGS ON SEVEN SPECIFIC ASPECTS OF SAFETY AND DRIVER EDUCATION

State	Schools must teach general safety education	Students must take driver education in order to graduate from high school	Teachers must meet certain specific requirements to teach driver education	Schools must obtain approval of state education department to offer driver education	Driver education courses offered for credit must meet minimum requirements	Schools using automobiles in driver education program must apply for them thru the state education department	Schools using automobiles in driver education program must carry stated types and amounts of insurance on such cars
1	2	3	4	5	6	7	8
Alabama[a]	Neither	Neither	Neither	Neither	Neither	Neither	Neither
Arizona	Neither	Neither	Neither	Neither	Neither	Neither	Law[b]
Arkansas	Law	Neither	Ruling	Ruling	Ruling	Neither	Ruling
California	Law	Law	Law	Neither	Ruling	Neither	Law
Colorado	Neither	Neither	Ruling	Ruling	Ruling	Neither	Neither[c]
Connecticut	Law	Neither	Ruling	Neither[d]	Ruling	Neither[d]	....
Delaware	Neither	Neither	Ruling	[e]	Ruling	[e]	[e]
District of Columbia	Neither	Neither	Ruling	Ruling	Ruling	Ruling	Ruling
Florida	Ruling	Neither	Ruling	Neither	Ruling	Neither	Neither
Georgia	Neither	Neither	Ruling	Neither	Ruling	Ruling[f]	Ruling
Idaho	Ruling[g]	Neither	Ruling	Neither	Ruling	Neither	Neither
Illinois	Both	Neither	Ruling	Ruling	Ruling	Neither	Ruling
Indiana	Law	Neither	Ruling	Law	Law	Neither	Law
Iowa	Neither	Neither	Ruling	Ruling	Ruling	Neither	Neither
Kansas	Neither	Neither	Ruling	Ruling	Ruling	Neither	Neither
Kentucky	Ruling	Neither	Ruling	Neither	Ruling	Neither	Ruling
Louisiana	Neither	Neither	Ruling	Ruling	Ruling	Ruling	Ruling
Maine	Law	Neither	Ruling	Ruling	Ruling	Neither	Ruling
Maryland	Neither	Neither	Ruling	Neither	Ruling	Neither	Neither[b]
Massachusetts	Neither	Neither	[h]	Neither	[i]	Neither	Law
Michigan	Neither	Neither	Ruling	Neither	Neither	Neither	Neither
Minnesota	Law	Neither	Ruling	Ruling	Ruling	Ruling	Neither
Mississippi	Neither	Neither	Ruling	Ruling	Ruling	Ruling	Ruling
Missouri	Neither	Neither	Ruling	Neither	Ruling	Neither	Ruling
Montana	Ruling	Neither	Both	Ruling	Ruling	Neither	Neither[d]
Nebraska	Neither	Neither	Ruling	Neither	Ruling	Neither	Ruling
Nevada	....	....	....	....	....	....	....
New Hampshire	Neither	Neither	Ruling	Ruling[j]	Ruling	Neither	Neither
New Jersey	Law	Neither	Law	Both	Neither	Neither	Neither
New Mexico	Neither	Neither	Ruling	Ruling	Ruling	Neither	Ruling
New York	Law	Neither	Ruling	Both[k]	Ruling	Neither	Ruling[l]
North Carolina	Neither	Neither	Ruling	Neither	Ruling	Neither	Ruling
North Dakota	Ruling	Ruling	Ruling	Ruling	Ruling	....	Ruling
Ohio	Neither	Neither	Both	Ruling	Both	Neither	Ruling
Oklahoma	Neither	Neither[i]	Ruling	....	Ruling	Neither	Neither
Oregon	Law	Neither	Ruling	Ruling	Ruling	Neither	Neither
Pennsylvania	Law	Neither[m]	Ruling	Neither[n]	Neither	Neither	Law[o]
Rhode Island	Ruling[p]	Neither	Ruling	Neither	Neither	Neither	Neither
South Carolina	Law	Neither	Ruling	Ruling	Ruling	Neither	Neither
South Dakota	Neither	Neither	Ruling	Neither	Ruling	Neither	Neither
Tennessee	Law	Neither	Ruling	Ruling	Ruling	Neither	Ruling
Texas	Neither	Neither	Law	Neither	Ruling	Neither	Neither
Utah	Ruling[q]	Neither	Both[r]	Ruling[s]	Neither[t]	Neither[u]	Law[b]
Vermont	Neither	Neither	Ruling	Ruling	Ruling	Neither	Neither
Virginia	Law	Law	Ruling	Neither	[v]	Neither	Ruling
Washington	Ruling	Neither[t]	Ruling	Neither	Ruling	Neither	Ruling[t]
West Virginia	Neither	Neither	Ruling	Ruling	Ruling	Ruling	Neither
Wisconsin	Law	Neither	Ruling	Law	Ruling	[w]	Neither
Wyoming	Law	Neither	Ruling	Ruling	Neither	Ruling	Neither
Hawaii	[x]	Neither	[x]	Neither	Ruling	Neither	Ruling
Puerto Rico	Neither	Neither	Ruling	Ruling	Ruling	Ruling	Ruling

[a] Regulations promulgated by director of public safety cover these items.
[b] In accordance with provisions of motor vehicle financial responsibility law.
[c] Altho not required by law, applications for dual control cars require $25,000-$50,000 liability, $5,000 property damage, and $50 deductible collision insurance.
[d] Altho not covered by a law or ruling, it is customary practice.
[e] Does not apply since the program of driver education is completely under the direction of the State Department of Public Instruction.
[f] State aids in providing car, but only one make.
[g] In conjunction with health instruction.
For footnotes h thru x see page 88.

TABLE 36.—STATE LAWS AND STATE EDUCATION DEPARTMENT RULINGS ON SEVEN SPECIFIC ASPECTS OF SAFETY AND DRIVER EDUCATION (Continued)

[h] Teachers must have special course—at the request of dealers; given by Registry of Motor Vehicles in cooperation with Division of University Extension.
[i] Local option.
[j] If offered for credit.
[k] Law: For school to extend to students the privilege of obtaining driver's license at earlier age. Ruling: For accreditation.
[l] Prescribed by State Education Department and Commissioner of Motor Vehicles.
[m] Under a state law, however, any school district may provide for the teaching of safe driving of motor vehicles.
[n] A law applies if school district wishes to obtain state reimbursement, in which case the driver education program must comply with the standardized program established by the State Department of Public Instruction.
[o] A law states that the board of school directors shall procure or require automobile liability insurance in such amounts as the board of school directors may prescribe, and may use school district money to pay for this insurance.
[p] Incorporated in fire prevention law.
[q] By law the state board of education defines the state minimum education program. General safety is a part of that minimum program.
[r] Law places certification of teacher in hands of State Board of Education.
[s] Approval with respect to teacher.
[t] Recommended.
[u] Utah Automobile Dealers Association and Utah Automobile Association work with the State Department of Education in assignment of cars. The State Department of Education receives copy of car assignment.
[v] No credit allowed for separate course. Classroom instruction in driver education should be scheduled during the health and physical education period.
[w] All applications to the AAA are processed thru the State Department of Public Instruction. If schools do not have certified teachers, cars are not obtained for them. The Department also has a state committee set up to obtain cars for schools.
[x] General policy.

Schools *must obtain approval* of the state education department to offer driver education in 27 states, according to the reports. This requirement is prescribed by a law in two states, by both a law and a ruling in two states, and by a ruling in 23 states. In 21 states schools need not obtain approval of the state education department to offer driver education. The question was reported as not applying to Delaware since the program is under the direction of the State Department of Public Instruction. Two reports were blank on this item.

In a majority of states (one by a law, 38 by a ruling, and one by both a law and a ruling), driver education courses offered for credit *must meet minimum requirements*. Eight reports indicated neither a law nor a ruling on this matter. In Massachusetts it is a matter of local option, and in Virginia no credit is allowed for driver education as a separate course.

Schools using automobiles in driver education programs *must apply for them* thru the state education department in eight states. No report showed a law on this matter, 38 reports showed neither a law nor a ruling, Wisconsin uses a special system, and one report was not checked.

Schools *must carry stated amounts of insurance on driver education cars* in 26 states. According to the reports, a law to this effect exists in six states and a ruling in 20 states.

Major Types of Service

Most state education departments provide extensive services to high schools for their driver education programs. Practically all reports showed that they give general consultative service to local school administrators and boards of education. On the other hand, only 10 reports indicated that the state education department provides financial aid to schools offering driver education.

Forty-one state education departments provide teaching materials or curriculum guides in driver education; 41 offer direct guidance or supervision to schools on matters of scheduling driver education and/or give other assistance in organizing and administering programs; and 41 engage in public relations and interpretive services to develop understanding of and support for driver education. Table 37 shows state-by-state replies.

State Licensing Agencies

The states have various requirements for learner's permits, regular driver's licenses, and driving instructor's licenses. Under certain conditions one or more tests for licenses may be waived. The information given here on these topics is from a survey made by the American Association of Motor Vehicle Administrators in cooperation with the NEA National Commission on Safety Education. No attempt was made to check the accuracy of the reports from the states.

Requirements for Licenses

The laws of 17 states and the District of Columbia provide that persons under the minimum age to obtain a driver's license may receive

practice driving instruction on public thoroughfares. In most of these cases the legal provision applies specifically and only to students enrolled in approved driver education courses. In a few instances the law includes anyone who meets the requirements, whether or not he is enrolled in an approved driver education course.

TABLE 37.—MAJOR TYPES OF SERVICE RENDERED BY STATE EDUCATION DEPARTMENTS TO HIGH SCHOOLS WITH RESPECT TO DRIVER EDUCATION

State	General consultative service	Teaching materials or curriculum guides	Inservice teacher-improvement programs	Direct guidance or supervision	Preservice teacher-preparation programs	Assistance in procuring automobiles	Providing certificates for students	Financial aid to schools	Public relations for driver education	Other
1	2	3	4	5	6	7	8	9	10	11
Alabama	X	X	X	X	X	X	...	...	X	...
Arizona	X	X	...	X	X	X	...	...	X	X
Arkansas	X	X	...	X	X	X	...	...	X	...
California	X	X	X	X	X	...	X	[a]	X	...
Colorado	X	...	X[b]	X	X[b]	...	...	...	X	X
Connecticut	X	X	X	X	X	X	X[c]	X	X	X
Delaware	X	X	X	X	X	X	X	[d]	X	...
District of Columbia	...	X	X	X	...	X	...	...	X	...
Florida	X	X	X	X	...	X	...	X	X	X
Georgia	X	X	...	X	X	X	...	...	X	...
Idaho	X	X	...	X	...	X	...	[a]	X	...
Illinois	X	X	X	X	X	...	...	...	X	...
Indiana	X	X	X	X	X	X	...	...	X	...
Iowa	X	X	X	X	...	...	...	...	X	...
Kansas	X	...	X	X	X	X	X	...	X	...
Kentucky	X	X	...	...	...	...	...	...	...	...
Louisiana	X	X	X	X	X[b]	X	...	[a]	X	X
Maine	X	X	X	X	X	...	...	...	X	...
Maryland	X	...	...	X	...	...	...	X	X	...
Massachusetts	•	•	X[f]	•	X	X	X	...	X	...
Michigan	X	X	X	...	X	...	...	...	X	X
Minnesota	X	X	X	X	X	X	X	[a]	X	X
Mississippi	X	...	...	X	...	...	...	...	X	...
Missouri	X	X	...	X	...	...	X	...	...	...
Montana	X	X	X	X	X	X	X	[a]	X	...
Nebraska	X	X	X	X	X	...	X	...	...	...
Nevada[g]	...	...	...	...	...	...	...	...	...	...
New Hampshire	X	X	X	X	X	...	X	...	X	...
New Jersey	X	X[h]	...	...	X	...	...	...	...	...
New Mexico	X	X	X	...	X	X	...	X	X	...
New York	X	X	X	X	X	...	...	X	...	X
North Carolina	X	X	X	X	X	X	X	X	X	X
North Dakota	X	X	...	...	X	X	X	...	X	...
Ohio	X	X	X	X	X	X	X	...	X	...
Oklahoma	X	X	X	X	...	...	...	...	...	...
Oregon	X	X	X	X	X	X	X	X	X	...
Pennsylvania	X	X	X	X	...	X[i]	...	X	X	...
Rhode Island	X	X	X	X	X	...	...	...	...	...
South Carolina	X	...	...	...	...	...	...	...	X	...
South Dakota	X	X	X	X	...	X	...	...	X	X
Tennessee	X	X	...	X	...	...	...	...	...	...
Texas	X	X	X	X	X	X	...	...	X	...
Utah	X	X	X	X	...	X	...	[a]	X	X
Vermont	X	[j]	X	...	X	...	...	...	X	...
Virginia	X	X	X	X	X	X	...	...	X	...
Washington	X	X	X[b]	X	...	...	...	...	X	...
West Virginia	X	X	X	X	X	X	X	...	X	...
Wisconsin	X	...	X	X	...	X	...	...	X	...
Wyoming	X	X	X	X	X	X	...	...	X	...
Hawaii	X	...	...	...	...	...	...	...	...	X
Puerto Rico	...	X	...	X	X	X	...	X	X	...

[a] Not specifically, but as a part of general school support.
[b] In cooperation with colleges.
[c] Issued by Department of Motor Vehicles with assistance of Department of Education.
[d] Complete program financed thru State Department of Public Instruction budget.
[e] Provided by Registry of Motor Vehicles.
[f] Provided by Registry of Motor Vehicles, Department of Education, and Driver Education Teachers Association.
[g] All this work is carried on by Safety Division of the Public Service Commission of Nevada.
[h] In cooperation with New Jersey Bureau of Traffic Safety.
[i] Indirect.
[j] In preparation.

Table 38 gives the various requirements of the states and the District of Columbia for permits for those learning to drive motor vehicles. Forty-two states and the District of Columbia have minimum age requirements for learner's permits ranging from 14 to 17 years of age. These permits in the states reporting are valid from 30 days to two years. For the original learner's permit 34 states and the District of Columbia require a vision test; 31 states and the District of Columbia require a law test; 31 states and the District of Columbia require a road sign test; 24 states and the District of Columbia require one parent's signature; and 10 states require both parents' signatures.

TABLE 38.—STATE REQUIREMENTS FOR LEARNER'S PERMITS

State	Minimum age (yrs./mos.)	Valid period (days)	Original fee	Portion credited to first driver's license	Renewal fee	Tests and signatures required for original (O) learner's permit and renewal (R) of learner's permit									
						Vision test		Law test		Road sign test		One parent's signature		Two parents' signatures	
						O	R	O	R	O	R	O	R	O	R
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Alabama	16	30[a]	$ .35	$ .00	....	x	...	x	...	x	...	...[b]	...	...	...
Arizona	15/7	60[a]	2.00	2.00	....	x	...	x	...	x	...	...	...	x	...
Arkansas	14	60	.00	....	....	...	...	...	...	...	...	x	...	...	...
California	14[c]	180	....	....	....	x	...	x	...	x	...	...	...	...	...
Colorado	16	90	1.00	1.00	$1.00	x	x	x	x	x	x	...	...	x	x
Connecticut	..	...	....	....	....	...	...	...	...	...	...	...	...	...	...
Delaware	16	60	4.00	4.00	4.00	x	...	x	...	x	...	x	...	...	...
District of Columbia	16	30[a]	1.00	.00	1.00	x	...	x	...	x	...	x	...	...	...
Florida	14	365[d]	1.00	1.00	1.00	x	...	x	...	x	...	...	...	...	...
Georgia	15	365	.25	.25	....	x	...	x	...	...	...	x	...	...	...
Idaho	14	60	1.00	.00	1.00	x	...	x	...	x	...	...	...	x	...
Illinois	16[e]	180	1.00	1.00	1.00	x	...	x	...	x	...	x	x[f]	...	...
Indiana	16	180	.50	.00	.50	x	x	...	...	...	...	x	x	...	...
Iowa	14	180[g]	1.50	.00	1.50	x	...	x	...	...	...	...	...	x	...
Kansas	14	60	.00	.00	.00	...	...	...	...	...	...	...	...	x	...
Kentucky	16	60	.25	.00	....	...	...	...	...	...	...	x	x	...	...
Louisiana	15	365	1.00	1.00	1.00	x	...	x	...	x	...	...	...	x	...
Maine	..	...	....	....	....	...	...	...	...	...	...	...	...	...	...
Maryland	16	60	1.00	1.00	.00	...	...	...	...	...	...	x	...	...	...
Massachusetts	..	...	....	....	....	...	...	...	...	...	...	...	...	...	...
Michigan	14	90	.00	.00	.00	x	...	x	...	x	...	x	...	...	...
Minnesota	15	120	.35	.00	.35	x	...	x	...	x	...	x	...	...	...
Mississippi	15	60[a]	2.00	2.00	2.00	x	...	x	...	x	...	...	...	x	...
Missouri	16	60	.25	....	....	x	...	x	...	x	...	...	...	...	...
Montana	15	60[h]	3.00	3.00	....	x	...	x	...	x	...	...	...	x	...
Nebraska	15/6	180	.00	....	....	x	x	x	x	x	x	x	x	...	...
Nevada	16	60	1.00	1.00	1.00	x	x	x	x	x	x	x	x[i]	...	...
New Hampshire	..	...	....	....	....	...	...	...	...	...	...	...	...	...	...
New Jersey	17	30	1.00	.00	1.00	...	...	...	...	...	...	...	...	...	...
New Mexico	16	60	.00	.00	.00	...	...	...	...	...	...	x[f]	x[f]	...	...
New York	16	180	.10	.00	....	x	...	...	...	x	...	...	...	...	...
North Carolina	16	30	.00	....	....	x	...	x	...	x	...	x	...	...	...
North Dakota	14	90	1.00	1.00	1.00[j]	x	...	x	...	x	...	x	x	...	...
Ohio	16	90	.50	.00	.50	...	...	...	...	...	...	...	...	...	...
Oklahoma	15/10	60	.00	.00	[k]	x	...	x	...	x	...	x	...	...	...
Oregon	15	365	.50	.00	.50	x	...	x	...	x	...	x	...	...	...
Pennsylvania	16	90	4.00	1.00	4.00	x	x	x	x	x	x	x	x	...	...
Rhode Island	16	90	.00	.00	[k]	x	...	x	...	x	...	...	...	x	...
South Carolina	14	60	.00	....	.00	...	...	...	...	...	...	x	x	...	...
South Dakota	..	...	....	....	....	...	...	...	...	...	...	...	...	...	...
Tennessee	14	30[l]	2.00	2.00	....	x	...	x	...	x	...	x	...	...	...
Texas	14	730	1.00	1.00	1.00	x	...	x	...	x	...	x	...	...	...
Utah	16	180	2.00	2.00	1.00	x	...	x	...	x	...	x[f]	...	...	...
Vermont	..	...	....	....	....	...	...	...	...	...	...	...	...	...	...
Virginia	15	90	.00	....	.00	x	...	x	...	x	...	x	...	...	...
Washington	15	60	2.50	2.00	3.00	x	x	...	...	x	x	x	x	...	...
West Virginia	16	60	1.00	.00	1.00	x	x	x	x	x	x	...	...	...	...
Wisconsin	16	60[m]	1.00	.00	1.00	x	...	x	...	x	...	x	x	...	...
Wyoming	15	90	.00	....	.00	x	...	x	...	x	...	...	...	x	...

TABLE 38.—STATE REQUIREMENTS FOR LEARNER'S PERMITS (Continued)

[a] May be extended.
[b] Minors are required to furnish birth certificate.
[c] Also issued at minimum age of 14 is a "student license," valid for a school term. No fee is charged, no tests are required, and the student license is good only when the holder is actually receiving instruction in driving in a public-school driver education program.
[d] Or until applicant is ready for driving test.
[e] Minimum age is 14 years for the high-school driver education program only.
[f] If under 18 years of age.
[g] Or until applicant is 16 years of age.
[h] 60 to 90 days.
[i] If a minor.
[j] $1 if under 18 years of age; $2 if over 18.
[k] Learner's permit not renewable.
[l] Valid for 30 days; may be extended 90 days by examiner. Valid for 120 days for students in driver education programs without examiner's endorsement.
[m] Students enrolled in a driver education course may be issued a temporary instruction permit valid for a period of five months, provided they are certified to the motor vehicle department by the school instructor and pass all required examinations for the permit.

The following is an example of a law on learner's permits:

District of Columbia. Any pupil 15 years of age or over enrolled in a high school or junior high school driver education course approved by the Commissioners or their designated agent may, without obtaining either an operator's or learner's permit operate a dual-control motor vehicle at such times as such pupil is under instruction and accompanied by a licensed motor vehicle driving instructor; provided, that such instructor shall at all times while he is engaged in such instruction have on his person a certificate from the principal or other person in charge of such school stating that such instructor is officially designated to instruct pupils enrolled in such course, and whenever demand is made by a police officer, such instructor shall display to him such certificate.

Table 39 gives the various requirements for regular driver's licenses. Minimum age ranges from 14 to 18 years of age. The license is valid from one year to permanently. For the original license 45 states and the District of Columbia require a vision test, 44 and the District of Columbia require a law test, 45 and the District of Columbia require a road sign test, and all states but one require a driving test.

Table 41 shows the requirements of 18 states and the District of Columbia for a driving instructor's license. For teachers of driver education in high schools the minimum age ranges from 16 to 21 years. The license is valid from one to five years. For the original driving instructor's license seven states and the District of Columbia require a vision test, a law test, and a driving test; six states and the District of Columbia require a road sign test.

The Waiving of Driver's License Tests

Fifteen states and the District of Columbia reported that part or all of the regular examination requisite to obtaining a driver's license may be waived for high-school students successfully completing a driver education course, and for adults and out-of-school youths completing a course given by the public schools. For high-school students four states waive the vision test; 14 states and the District of Columbia, the law test; 11 states, the road sign test; and six states, the driving test.

For adults and out-of-school youths who successfully complete a public-school driver education course, two states waive the vision test; six states, the law test; four states, the road sign test; and one state, the driving test. One state waives the driving test for those who complete a course in a commercial driving school. Details are shown in Table 40.

Procedure in one state is:

Connecticut. List of students completing course sent to Motor Vehicle Department, which issues certificates of different colors. Blue: waive law test for students completing approved 30-hour course. Green: waive law test for persons completing courses in driver education outside school system, but not in commercial schools; good for only a limited period after course. White: waive road and law tests for students completing approved school behind-the-wheel course. Buff: Good for limited period only for road and law tests.

TABLE 39.—STATE REQUIREMENTS FOR REGULAR DRIVER'S LICENSES

State	Minimum age (yrs./mos.)	Valid period (years)	Original fee	Renewal fee	Tests and signatures required for *original* (O) and for renewal (R) of *regular* driver license											
					Vision test		Law test		Road sign test		Driving test		One parent's signature		Two parents' signature	
					O	R	O	R	O	R	O	R	O	R	O	R
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Alabama	16	2	$2.25	....	x	[a]	x	...	x	...	x	...	...	...	...	...
Arizona	16	3	2.00	$2.00	x	x	x	x	x	x	x	x	...	[b]	x[c]	...
Arkansas	16	1	1.00	....	x	...	x	...	x	...	x	...	x	...	...	...
California	16	4	3.00	3.00	x	x	x	x	x	x[d]	x	x[d]	...	...	x	x
Colorado	17	3	1.00	1.00	x	x	x	...	x	...	x	...	...	...	...	...
Connecticut	18	1	5.00	3.00	x	...	x	...	x	...	x	...	...	...	...	...
Delaware	16	2	4.00	4.00	...	...	...	...	...	...	x	...	...	...	...	...
District of Columbia	16	3	3.00	3.00	x	[e]	x	...	x	...	x	...	...	...	...	...
Florida	16	1	1.00	....	x	...	x	...	x	...	x[f]	...	...	...	...	...
Georgia	16	[g]	1.00	....	x	...	x	...	x	...	x	...	...	...	...	...
Idaho	14	2	2.00	2.00	x	x	x	x	x	x	x	x	...	...	[h]	...
Illinois	16	3	1.00	1.00	x	x[i]	x	x[i]	x	x[i]	x	x[i]	x[c]	...	...	...
Indiana	16/1	2	1.25	1.25	x	...	x	...	x	...	x	...	x[c]	x[c]	...	...
Iowa	16	2	1.50	1.50	x	x	x	...	x	...	x[f]	...	...	...	x[c]	...
Kansas	16	...	1.00	1.00	x	...	x	...	x	...	x	...	...	...	...	...
Kentucky	16	2	2.00	2.00	x	...	x	...	x	...	x	...	x	x	...	...
Louisiana	15	1	1.00	1.00	x	...	x	...	x	...	x	...	...	...	x	...
Maine	15	1	3.00	2.00	x	...	x	...	x	...	x	...	x[c]	...	...	...
Maryland	16	[g]	3.50	....	x	...	x	...	x	...	x	...	x	...	...	...
Massachusetts	16	2	8.00	5.00	x	...	x	...	x	...	x	...	...	...	...	...
Michigan	16	3	3.00	1.50	x	x	x	...	x	...	x	...	x[j]	x[j]	...	...
Minnesota	15	4	1.00	1.00	x	...	x	...	x	...	x	...	x	...	...	...
Mississippi	15	2	2.00	2.00	x	...	x	...	x	...	x	...	...	...	x[k]	...
Missouri	16	3	1.00	1.00	x	...	x	...	x	...	x	...	...	...	...	...
Montana	15	2	3.00	....	x	...	x	...	x	...	x	...	...	...	x[c]	x[c]
Nebraska	16	2	2.00	2.00	x	x	x	x	x	x	x	...	x	...	...	...
Nevada	16	2	1.00	....	x	...	x	...	x	...	x	...	...	...	...	...
New Hampshire	16	2	5.00	4.00	x	x[l]	x	x	x	x	x	x	...	...	...	...
New Jersey	17	1	3.00	3.00	x	...	x	...	x	...	x	...	...	...	...	...
New Mexico	16	1[m]	1.00[m]	1.00	x	...	x	...	x	...	x	...	x[c]	x[c]	...	...
New York	18	3	5.00	3.00	x	...	x	...	x	...	x	...	...	...	...	...
North Carolina	16	4	2.00	2.00	x	x	x	x	x	x	x	...	...	...	...	...
North Dakota	16	2	2.00	2.00	x	...	x	...	x	...	x	...	x	...	...	...
Ohio	16	3	.75	.75	x	...	x	...	x	...	x	...	x	...	...	...
Oklahoma	16	2	3.00	3.00	x	...	x	...	x	...	x	...	...	...	...	...
Oregon	16	2	.50[n]	1.00	x	[o]	x	...	x	...	x	...	x	...	...	...
Pennsylvania	16	1	1.00	1.00	x	...	x	...	x	...	x	...	...	...	...	...
Rhode Island	16	1	4.00	2.00	x	[p]	x	...	x	...	x	...	...	...	x[c]	x[c]
South Carolina	14	4	.50[q]	.50[q]	x	...	x	...	x	...	x	...	x	...	...	...
South Dakota	15	2	.50	.50	...	...	...	...	...	...	...	...	...	...	...	...
Tennessee	16	...	2.00	2.00	x	...	x	...	x	...	x	...	...	...	...	...
Texas	16	2	1.00	1.00	x	...	x	...	x	...	x	...	x[c]	...	...	...
Utah	16	5	2.00	1.00	x	...	x	...	x	...	x	...	...	...	...	...
Vermont	18	1	4.50	2.50	x	x[d]	x	x[d]	x	x[d]	x	x[d]	...	...	...	...
Virginia	15[r]	3	.50	.50	x	x[d]	x	x[d]	x	x[d]	x	x[d]	x[s]	...	...	...
Washington	16	2	5.00	3.00	x	x	...	...	x	x	x	x	x	x	...	...
West Virginia	16	4	1.00	1.00	...	...	...	...	...	...	x	...	...	...	...	...
Wisconsin	16	4	2.00	.50	x	...	x	...	x	...	x	...	x	x	...	...
Wyoming	15	3	1.00	1.00	x	...	x	...	x	...	x	...	...	...	x[t]	...

[a] No tests for renewal except at discretion of director of public safety, in which case complete examination may be required.

[b] All renewal applicants should be 18 years of age or older, so parent's signature is not required unless age was falsified previously.

[c] If applicant is under 18 years of age.

[d] Discretionary.

[e] No tests for renewing license within six months of expiration date. If more than six months have elapsed, vision and law tests are given. If over one year has elapsed, road test is also given. If renewal applicant is between 65 and 70 years of age, vision and law tests are given. If he is 70 years of age or older, a physical examination is also required.

[f] Also a vehicle inspection.

[g] Permanent.

[h] Signatures of both parents, legal guardian, or a responsible person willing to assume legal liability until applicant reaches 18 years of age.

For footnotes i thru t see page 93.

TABLE 39.—STATE REQUIREMENTS FOR REGULAR DRIVER'S LICENSES (Continued)

[i] If renewal applicant is 72 years of age or older, or if license has lapsed for more than three years, all tests are given.
[j] If applicant is a minor.
[k] If applicant is under 17 years of age.
[l] Re-examinations are required for some elderly persons, physically handicapped, and for accident repeaters.
[m] Valid period may be one, two, or three years depending on whether applicant wishes to pay a fee of $1, $2, or $3.
[n] Fee may be $.50, $1, or $1.50 depending on period license remains valid between dates of issuance and first renewal under birthdate renewal system. An additional $.50 is collected on each application, for the Motor Vehicle Accident Fund.
[o] Renewal examinations permitted, but used only when applicant's qualifications are known to be questionable.
[p] Yearly visual examinations are required if vision at time license was originally issued was 20/40 in one eye.
[q] Paper license is $.50; metal license is $.60. Renewal fees are the same.
[r] Issued in some cities at minimum age of 16 years.
[s] If applicant is under 18 years of age, he must file a statement that he has not been convicted of any offense in a juvenile or domestic relations or similar court. If he has been convicted in such a court, he must obtain consent for issuance of license.
[t] If applicant is under 21 years of age.

TABLE 40.—WAIVING OF DRIVER'S LICENSE TESTS FOR DRIVER EDUCATION GRADUATES

States where examination or parts of it can be wavied	For regular high-school students completing driver education course	For adults and out-of-school youth completing course in driver education offered by public schools	For those completing course in a commercial driving school
1	2	3	4
California	Law test Road sign test	Law test Road sign test	.....
Connecticut	Vision test Law test Road sign test Driving test	Law test	.....
Delaware	Law test Road sign test Driving test	.....	Full examination required
District of Columbia	Law test	.....	.....
Kansas	Vision test Law test Road sign test Driving test	Vision test Law test Road sign test Driving test	.....
Maryland	Law test	.....	At discretion of Commissioner
Massachusetts	Law test	Law test	.....
New Jersey	Law test	.....	.....
New York	Law test Road sign test	.....	.....
Ohio	(Examination given by the instructor)	.....	.....
Oklahoma	Law test Road sign test	.....	.....
Rhode Island	Law test Road sign test Driving test	.....	.....
South Carolina	Law test Road sign test	Law test Road sign test	.....
South Dakota	Vision test Law test Road sign test Driving test	.....	.....
Wisconsin	Law test Road sign test	.....	.....
Wyoming	Vision test Law test Road sign test Driving test	Vision test Law test Road sign test	Driving test

TABLE 41.—STATE REQUIREMENTS FOR DRIVING INSTRUCTOR'S LICENSES

For teachers of driver education in high schools (HS), and for instructors in commercial driving schools (CS)

State	Minimum age (yrs./mos.)		Valid period (years)		Original fee		Renewal fee		Tests required for *original* (O) and for *renewal* (R) of driver instructor's licenses														Other information	
									Vision test				Law test				Road sign test				Driving test					
									HS		CS		HS		CS		HS		CS		HS		CS			
	HS	CS	HS	CS	HS	CS	HS	CS	O	R	O	R	O	R	O	R	O	R	O	R	O	R	O	R	HS	CS
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Arizona	21	21	2	2	$2.00	$2.00	$2.00	$2.00	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	[a]	[a]
Connecticut	..	..	..	..	....	....	....	....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	[b]	...
District of Columbia	18	18	1	1	5.00	5.00	5.00	5.00	x	...	x	...	x	...	x	...	x	...	x	...	x	...	x	...	...	...
Florida	..	21	..	1	....	25.00	....	25.00	...	...	x	...	...	...	x	...	...	...	x	...	...	...	x	...	...	[c]
Indiana	16/1	16/1	2	2	1.25	1.25	1.25	1.25	x	...	x	...	x	...	x	...	x	...	x	...	x	...	x	...	[d]	[d]
Iowa	..	..	..	..	....	....	....	....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	[e]	...
Kansas	..	..	..	..	1.00	1.00	1.00	1.00	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	[f]	[f]
Maryland	16	16	..	..	3.50	3.50	....	....	x	...	x	...	x	...	x	...	x	...	x	...	x	...	x	...	[g]	[h]
Massachusetts	16	21	2	1	8.00	1.50	5.00	1.50	x	...	x	...	x	...	x	...	x	...	x	...	x	...	x	...	[i]	[j]
Montana	..	..	..	..	....	....	....	....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	[k]	...
Nebraska	..	..	..	..	....	....	....	....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	[l]	...
Nevada	..	..	..	..	....	....	....	....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	[l]	...
New Jersey	18	..	..	1	5.00	15.00	....	15.00	x	...	x	...	x	...	x	...	...	...	x	...	x	...	x	...	[m]	[n]
New York	18	18	..	1	....	5.00	....	.00	x	...	x	...	x	...	x	...	x	...	x	...	x	...	x	...	[o]	[p]
North Dakota	18	..	5	..	....	....	....	....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	[q]	...
Pennsylvania	..	21	..	..	....	....	....	....	...	...	x	...	...	...	x	...	...	...	x	...	...	...	x	...	[r]	[s]
South Carolina	..	..	..	..	....	....	....	....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	[t]	...
Tennessee	21	21	2	2	3.00	3.00	3.00	3.00	x	...	x	...	x	...	x	...	x	...	x	...	x	...	x	...	[u]	[u]
Wisconsin	..	..	..	..	....	....	....	....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	[v]	...

[a] Requirements are identical with those for the unlimited chauffeur's license.

[b] Teachers of high-school driver education must be certified by State Department of Education.

[c] Information given on fees appears to apply to commercial driving schools rather than to commercial driving instructors. Recent law passed in Florida to control commercial driving schools requires an application fee of $10, plus an additional $15 when application is approved; renewal fee is $25.

[d] Requirements are identical with those for the regular driver's license.

[e] Teachers of driver education must obtain a certificate issued by State Department of Public Instruction.

[f] The implication from the scant information given is that the regular driver's license, obtainable at minimum age of 16, is the only license required for driving instructors.

[g] Requirements are a regular driver's license and an identification card. Expiration date of identification card is June 30 yearly.

[h] Requirements are identical with those for the regular driver's license.

[i] Requirements are a regular driver's license, an AB degree, and a teacher's driver certificate.

[j] Applicant must have been a licensed operator (holder of regular driver's license) for at least four years, and must have good moral character.

[k] High-school driver education teachers must have a certificate from supervisor of Montana Highway Patrol.

[l] High-school driver instructors must be certified in driver education, but no special instructor's license is issued.

[m] Requirements, established by State Board of Education, apply to behind-the-wheel teachers of high-school driver education. In addition to an original fee of $5 charged by the State Department of Education, such a teacher must have: a valid New Jersey teacher's certificate; a current New Jersey driver's license; three years of automoible driving experience; and evidence of satisfactory completion of a course in driver education approved by commissioner of education.

[n] A commercial driving school instructor must have held a regular driver's license for preceding three years, and must have no criminal record.

[o] High-school driver education instructor "certificate" is valid while the holder is employed. No fee is charged.

[p] In addition to the commercial driver instructor's "certificate," commercial driving schools are licensed. The original fee is $25, and the renewal fee is $15.

[q] High-school driving instructors must take a course in driver education. Before renewing the license, they must have taught driver education or must have taken a refresher course.

[r] High-school driving instructors must be certified by the Department of Public Instruction.

[s] Commercial driving instructors must obtain an identification card issued by the Department of Public Instruction.

[t] State Department of Education requires high-school driving instructors to be certified by special training in driver education.

V. Summary and Conclusions

The preceding sections of this bulletin have presented a large quantity of detailed information on the status of driver education programs in the public high schools in 1952-53. The major topics covered included the general types of programs, typical practices, teachers, equipment, costs, and accidents. Information was given for both programs for students in the regular day schools and programs for adults and out-of-school youth. To complete the picture, data on the responsibility of the state departments of education for driver education and requirements of state motor vehicle departments were also given.

Summary

The general over-all statistics for programs of driver education for high-school students may be summarized as follows:

47 percent of the schools replying offered some kind of driver education program.

82 percent of these programs included both classroom instruction and practice driving.

53 percent of the programs reported were in high schools in rural areas.

35 percent of the programs reported were in the Middle states.

53 percent of the programs were offered by regular four-year high schools.

41 percent of the programs were given in schools enrolling fewer than 300 students.

On the basis of various measures of central tendency applied to a limited sample, the typical driver education program for high-school students in 1952-53 had the following characteristics:

1. The program offered as a separate subject both classroom instruction and practice driving. It met the minimum time standard set by the National Conference on High-School Driver Education.

2. The course usually required one semester.

3. Classroom instruction consisted of almost 3 periods per week and a total of 30 clock hours for the course.

4. Practice driving consisted of almost 2½ periods per week and a total of 8 clock hours for the course.

5. Students enrolled in the program most frequently in Grade XI.

6. Both classroom instruction and practice driving were optional.

7. Students received credit for driver education as a separate subject; from ½ to ⅝ unit was allowed toward high-school graduation.

8. Most of the curriculum guides and outlines were obtained from the state motor vehicle department or from automobile clubs.

9. Teachers of driver education are assigned to individual schools and teach the subject on a part-time basis. Driver education as a teaching assignment is most frequently combined with physical education.

10. Teachers of driver education have been duly certified to teach this subject by the state certification agency.

11. Total teaching time of driver education teachers is about the same as that for teachers of other subjects.

12. The typical professional preparation of teachers for driver education consisted of a one-week intensive course in the subject and some training in general safety education.

13. The school has one car for practice driving and usually a 16 mm motion picture projector.

14. The car for practice driving is rented or borrowed from some agency outside the school. It is equipped with dual brake and clutch pedals and is properly identified as a driver education car.

15. Beginning practice driving lessons are given on an off-street area; advanced driving lessons, in urban and suburban traffic.

16. It costs about $350 annually to operate and maintain the car used for practice driving.

17. The course cost the school about $27 per student enrolled.

18. The driver education program is usually financed out of the regular school budget.

19. In the typical school there have been no accidents with the car used for practice driving during the past three years.

The general over-all statistics for programs of driver education for adults and out-of-school youth may be summarized as follows:

9 percent of the schools replying offered a driver education program for adults and out-of-school youth.

83 percent of these programs included both classroom instruction and practice driving.

[1] High-school driving instructors must be certified by the Department of Public Instruction.
[2] Commercial driving instructors must obtain an identification card issued by the Department of Public Instruction.
[3] State Department of Education requires high-school driving instructors to be certified by special training in driver education.
[4] Many states have issued driver education to most have taken a refresher course.

45 percent of the programs reported were in the smaller urban school districts.

43 percent of the programs reported were in the Middle Atlantic states.

The typical driver education program for adults and out-of-school youth has the following characteristics:

1. The program includes both classroom instruction and practice driving.
2. The program is administered solely and directly by the public school or school system.
3. The course is about 10 weeks long and consists of 10 clock hours of classroom instruction and 10 hours of practice driving.
4. The outlines and curriculum guides most frequently are developed locally or are obtained from the state department of education.
5. The teacher of driver education is certified to teach the subject by the state certification agency.
6. Usually the program is financed thru regular school budget only or thru student fees only.
7. Students pay about $12 for the course.
8. The typical program cannot accommodate all who apply and has about 37 names on the waiting list.

Conclusions

The first nationwide conference on high-school driver education, held in 1950, set down policies and made recommendations to help school administrators, classroom teachers, and interested citizens solve problems in this area of the school curriculum. The following are excerpts from the printed report:[1]

Money to finance driver education should be a part of, and come from the same sources as, the funds provided for the school's whole program. . . . Driver education should not be financed with funds from special sources earmarked for this purpose. . . .

It is recommended that both local school systems and state education departments designate responsibility for safety education programs (including driver education) to a well-qualified person. . . .

A complete driver education program includes both classroom instruction and practice driving. While the classroom phase by itself is of definite value, it is recognized that if all the objectives of driver education are to be achieved, practice driving must be an integral part of the program.

It is recommended that whenever possible the classroom phase of driver education be presented separately, with integration of learning experiences in other programs (e.g., social studies, industrial arts, health education, or general science) serving as supplementation. . . .

It is recommended that the minimum total time for a complete program in driver education should be from 45 to 60 hours, this amount of time to include a minimum of 30 hours of classroom instruction and an average minimum of 6 hours per student for actual driving exclusive of time in the car as an observer. . . .

Driver education should be offered at the grade level where most of the students are of, or closely approaching, minimum legal age for obtaining a driver's license. . . .

Only teachers approved by the employing school system, and specifically authorized by the legal certification authority within the state to perform the service, should be permitted to teach driver education. . . .

Teachers of driver education should carry a teaching load in hours and number of assignments comparable to that of other staff members. . . .

School systems offering driver education should purchase one or more automobiles for use in practice driving. It is recognized, however, that under present conditions most school systems will necessarily obtain automobiles on a lease, loan, or rental basis from one or more sources. . . .

School systems using one or more automobiles for driver education should use some means to identify them with the driver education program or with the board of education. . . .

There should be no special student fees for driver education.

Driver education should carry credit toward graduation on the same basis as other subjects in the curriculum. Local programs of driver education may be either elective or required. . . .

High-school driver education is a comparatively new area in the curriculum. If it is to be improved and if it is to be of value to the students taking it, the following courses of action need to be taken:

1. Schools and school systems that offer a course in driver education should compare their practices with those recommended by the National Conference, and thereby be able to set up goals for the improvement of their programs.
2. High schools that are not now offering a course in driver education should determine the local need for such a course, and if the need exists, make budget provisions for it.
3. Current programs of high-school driver education need to be evaluated in terms of their objectives. Do those who have successfully completed the course have fewer and less seri-

[1] National Conference on Driver Education. *High-School Driver Education: Policies and Recommendations.* Washington, D. C.: National Education Association, National Commission on Safety Education, 1950. 78 p. (Revision scheduled for publication in June 1954.)

ous accidents than those who have not taken such a course?

Are those who have successfully completed a driver education course and who are now school bus drivers, drivers of police, fire department, or other government agency vehicles, or commercial vehicle drivers, better drivers with good driving records? Are fewer of those who have successfully completed a course in driver education traffic law violators than of those who have not taken the course?

4. State departments of education and state departments of motor vehicles should give the local schools as much help as possible, for example, gather statistics on the extent (enrolments, number of programs, etc.) of driver education, compile data on accidents by age groups for comparison purposes, and recommend new laws or revisions of old laws that will help to increase highway safety.

5. Teacher-education institutions should provide both preservice and inservice courses for the preparation of teachers of driver education. These courses should make it possible for the teachers to meet the requirements of state certification.

6. Leadership in developing programs of driver education is needed, particularly in the smaller schools. This leadership should be found among local school administrators, teacher-education institutions, and the staffs of state departments of education.

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DRIVER education stands out, among the major elements of the action program for highway safety, as an activity particularly rich in promise. For we cannot expect to obtain maximum safety and efficiency in our highway communications until the vast majority of our people acquire the attitudes and the skills essential to safe vehicle use. . . .

It must be gratifying to know that you are a part of this program, and as educators it must be refreshing to see students standing in line, figuratively at least, to take the courses of study that you have devised. It is a new tribute to education that youth is impatient to learn, impatient to gain the estate of young manhood and young womanhood, and that you open that door for them when you invite them into the car for their practice driving. Parents and the nation are impatient too for you to teach these young people the manual skills and the attitudes that will make them safe drivers upon the nation's roads. . . .

There is no room for complacency. . . . Lives, hundreds and thousands of lives, will depend upon the soundness and thoroughness with which you do your work.—*Pyke Johnson, Consultant to the President, Automotive Safety Foundation, speaking at the National Conference on Driver Education, November 1953.*